



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
Behavioral Sciences

Discipline Name
Psychology (PSYC)

Department Chair Name
Michael Lockett

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/psychology/>

Discipline Mission statement

The mission of the psychology program is to offer students lifelong education and general education classes, and to prepare students for transfer to four-year programs in psychology (AA-T degree) by educating them in the fundamental concepts, knowledge, and skills of psychology.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

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

List all degrees and certificates offered within this discipline.
AA-T Degree

Please list the names and positions of everyone who helped to complete this document.

Roger Morrisette, Fred Rose, Kathleen Young, Netta Schroer, Professors of Psychology

Full-time faculty (FTEF)

5.80

Part-time faculty (FTEF)

10.47

Classified & other staff positions that support this discipline

1 Administrative Assistant (ADA) that also serves the disciplines of Sociology, Philosophy, Anthropology, Religious Studies, and Alcohol and Other Drug Studies (AODS) (there were originally 2 ADAs that supported the BS department, but one ADA retired during the Summer of 2019 and was not replaced).

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.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our Program learning outcomes (SLOs) are modeled after the American Psychology Association's (APA) goals which focus on foundational skills for community college students. Depth and scope of knowledge are represented by the range of program outcomes: knowledge, scientific inquiry, ethical responsibility, communication, and professional development. The vast majority of SLO assessment values for courses within our Psychology Program have success rates over our pre-set threshold of 70%. As would have been predicted, more difficult topics within our Program have lower SLO assessment scores. As a discipline we are satisfied with this range of success scores as we believe they demonstrate that we are maintaining the adequate discipline rigor while still offering a pedagogic strategy that allows many students to succeed. Although it is difficult to connect course SLOs with Program SLOs since data for course SLOs is collected from non-psychology majors as well as from psychology majors within our AA-T Program, we are confident that our course SLO success rates demonstrate success of our Program Learning Outcomes. Demonstration of any alignment to employer and transfer expectations would require additional data that is either currently unavailable or inaccessible, so a formal statement in this regard would not be appropriate at this time.

Describe your program's plan for assessing program learning outcomes.

Since our Psychology Program is an AA-T designed to help psychology majors transfer to 4 year schools, perhaps the simplest way to measure success is to measure transfer rates. Since completion of the AA-T program assures transfer to a 4 year school, then AA-T completion rates would be an adequate tool to measure Program Learning Outcomes. If you are interested in determining if the Palomar College Psychology AA-T Program adequately prepares a student for success in a Psychology discipline of a 4 year school, you would need success rates from the 4 year colleges to which our students transfer. Collection of this type of data would be challenging for a number of reasons (e.g., variation of transfer sites, confidentiality requirements, assessment of outliers, and so on).

Summarize the major findings of your program outcomes assessments.

Completion rates for our AA-T Program have increased steadily for the past 6 years straight. Since the 2013-2014 school year we have more than doubled our completion rates from 47 to 117. These results suggest a robust and successful Psychology AA-T Program at Palomar College.

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.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

2017-18: 89; 2018-19: 117

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

The Psychology major is still one of the most popular majors in college. The major offers a wide range of employment opportunities in various fields including Scientific Research, Teaching, Mental Health, Business, Criminal Justice, and Politics to name a few. Our AA-T program streamlines the ability for Palomar students to transfer to a 4 year school to complete their degrees allowing them to enter the workforce sooner. Students who are committing to the field of psychology see this is an attractive means to accomplish their goals. Our completion rates are continually improving and until we come close to saturating the market, we see no reason why these increases will not continue.

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?

70.0%

Why did you choose this standard?

It aligns with the Palomar College standard and seems appropriate.

What is your Stretch goal for COURSE success rates?

70.0%

How did you decide upon the goal?

It is the college standard

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We modified some of our assessment methods to better measure the SLO in question.

Summarize the major findings of your course outcomes assessments.

Our course outcomes assessments show that the majority of our course SLOs are meeting our 70% standard. As would be expected, the more difficult concepts measured by specific SLOs in some courses do not meet the standard of 70% but are usually within about 5% of meeting the standard. We believe we have sound assessment methods for our course outcomes.

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?

For people who complete the program and/or transfer, careers such as Psychiatric Technicians and Social and Human Service Assistants are available. After transfer and completion of higher degrees, the following careers may be available: Psychology Teachers, Post secondary, Industrial-Organizational Psychologists, Clinical Psychologists, School Psychologists, Neuropsychologists and Clinical Neuropsychologists, Rehabilitation Counselors, Education Administrators, Postsecondary, Social and Community Service Managers, Psychologists, Mental Health Counselors, Counseling Psychologists

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

The associated KSAs needed for the occupations listed above include Oral and Reading Comprehension, Oral and Written Expression, Problem Sensitivity, Deductive and Inductive Reasoning, Active Listening, Social Perceptiveness, Communication with others, Monitoring/Assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action, Observing, Documenting/Recording Information, Making Decisions and Solving Problems

How does your program help students build these KSA's?

The variety of courses in the program help students develop these KSAs

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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?

Faculty are on committees which have regular meetings with community partners, and participate in Palomar events and outreach with local high schools

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

Continue to provide embedded tutoring and outside tutoring services in Statistics and Research Methods courses.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Due to the implementation of AB 705, now more than ever, we will need a secured source of funding to support tutors in our statistics and research methods classrooms. Currently, there are limited resources available to both statistics and research methods students. The Writing Center specializes in MLA (not APA) and there is no Research Methods tutor within the STAR Tutoring Center. In the past few semesters we have been provided very limited SSEC-funded tutoring services but need an additional continued long term funding source to address the widening gap of academic diversity that AB705 will create. State provided AB705 funding should, in part, be directed to fund these tutoring programs.

Outcome(s) expected (qualitative/quantitative)

Although it is difficult to quantify the long-term effects, students and faculty indicate that tutoring is beneficial for helping students succeed. Although student success could be seen as a simple measure of our expected outcome, the implantation of AB705 will, without a doubt, allow less prepared students to be part of our courses. Perhaps a more realistic outcome is to use the introduction of embedded tutors in the classroom to maintain our current student success rates.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The Statistics and Research Methods courses (serving over 2,300 students per year and growing) are fundamental to all majors in Behavioral Sciences, including Psychology, Sociology and other majors such as Nursing and Human Development. These courses teach specialized, fundamental skills (e.g., APA style writing, computer applications, SPSS, data analysis). Both courses often serve as gate keeping courses meaning that students who do not successfully pass these classes are often blocked from transferring and pursuing a degree in any Behavioral and Social Science. We know that groups who are disproportionately represented struggle in math and science and would like to offer additional support to assure students are successful in the course and ultimately the program they are pursuing.

Expected Goal Completion Date

5/30/2021

Goal 2

Brief Description

Encouragement and support of student excellence.

Is this a new or existing goal?

New

How will you complete this goal?

The discipline of Psychology will continue to offer four scholarships to highlight student excellence in the field of Psychology: The Milstein Family Philanthropic Psi Beta Honors Psychology Scholarship (\$1500), The Palomar Multicultural Psychology Scholarship (\$1000), and The Milstein-Davis Psi Beta 'Psychology Means Success' Honors Scholarship (2 students, \$500 each).

Outcome(s) expected (qualitative/quantitative)

The expected outcome is to continue to provide academic scholarship opportunity for our students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This means of promoting student excellence should increase the potential for student success and program completion.

Expected Goal Completion Date

5/31/2021

Goal 3

Brief Description

Advocate for the needs of currently expanding AA-T Program course offerings

Is this a new or existing goal?

New

How will you complete this goal?

The discipline will continue to try to expand course offerings of our courses that help promote completion of our AA-T degree including the continued expansion of our capstone Psyc 230: Research Methods course. In alignment with this goal, the discipline will also advocate for the needs of these expanding programs by petitioning the administration for better support of our Psyc 230: Research Methods end of the semester poster session, which showcases some of the best of our students' academic progress. This is a wonderful and rewarding experience for students to engage in scholarly discourse about their work. Students have the opportunity to go on and present this work at other conferences, including the Western Psychological Association conference, UC San Diego's Conference for Research in the Arts, Social Sciences, and Humanities, and Cal State San Marcos Psychology Student Research Fair. Having access to professional academic space or funding for a tent is necessary to provide students with this essential academic experience. Moreover, we would like to obtain additional funding so we can provide outreach materials to maintain enrollment for our program's expansion

Outcome(s) expected (qualitative/quantitative)

Expansion of AA-T required offerings will continue to increase our AA-T degree completions. Enhanced support for these courses, including the Psyc 230: Research Methods poster session will provide a professional academic setting to adequately portray the height of our students' academic work and will model for other students the benefits of progressing towards their AA-T degree. Administrative support of planned course offerings and funding for course needs and outreach efforts is expected.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with our mission statement, the college strategic plan, and Guided Pathways To allow more opportunity for our students to successfully complete our AA-T degree.

Expected Goal Completion Date

5/31/2021

Goal 4**Brief Description**

Review criteria for Part-Time Faculty scheduling

Is this a new or existing goal?

New

How will you complete this goal?

In order to comply with the new college-wide scheduling requirements, we are in the process of developing a creative scheduling rubric that will both expedite the scheduling process, while also satisfying the needs of our part-time faculty. This is in response to the part-time scheduling change in which schedulers were encouraged to determine criteria. We are currently executing and reviewing the criteria to determine that it is working effectively, as well as modifying it to account for changes in overall scheduling plans (e.g., introduction of 4-week online courses during the fall/spring semesters).

Outcome(s) expected (qualitative/quantitative)

The expected outcome is to have a more smooth and speedy process to schedule close to 40 part-time faculty, while at the same time, satisfying the scheduling needs of the majority of our part-time colleagues.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Part-time faculty job security and satisfaction will assure a more stable scheduling process that will reduce the number of classes lost or cancelled. A secure and stable set of class offerings will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2021

Goal 5**Brief Description**

Expansion of new faculty mentoring program

Is this a new or existing goal?

New

How will you complete this goal?

Discipline discussions will create facets for the expansion of a new faculty mentoring program. This goal may include a revamping of the Psychology discipline faculty manual and/or face to face orientation meetings

Outcome(s) expected (qualitative/quantitative)

Expected outcomes are for new faculty to more easily adjust to the academic workplace of Palomar College and the discipline of Psychology.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Better acclimated new faculty should be more comfortable and successful in the classroom. Better success in the classroom will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2021

Goal 6

Brief Description

Generate exclusive faculty offices at the NEC and SEC.

Is this a new or existing goal?

New

How will you complete this goal?

If the Palomar College administration seeks to expand course offerings at the NEC and SEC, then the discipline of Psychology will work with the Faculty Senate and the PFF to advocate for exclusive faculty offices at the NEC and SEC.

Outcome(s) expected (qualitative/quantitative)

Generation of exclusive faculty offices at the NEC and SEC.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Faculty provided with a proper professional workplace to prepare for classes and meet students for office hours should be more comfortable and successful in the classroom. Better success in the classroom will assure program success and completion for our students.

Expected Goal Completion Date

5/31/2021

Goal 7

Brief Description

Discipline ownership of Statistics and Research Methods course computer laboratory space

Is this a new or existing goal?

New

How will you complete this goal?

If the Palomar College administration seeks to expand course offerings to advance program completion, then the discipline of Psychology will work with the administration for exclusive discipline ownership of statistics and research methods course computer laboratory space.

Outcome(s) expected (qualitative/quantitative)

Attainment of discipline ownership of statistics computer laboratory space

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

A discipline ownership of statistics and research methods course computer laboratory space will allow for the continued expansion of statistics and research methods course offerings within the discipline of Psychology. These increased offerings will allow for a more rapid increase in the successful completion

of our AA-T degree.

Expected Goal Completion Date

5/31/2021

Goal 8

Brief Description

Advocate for standardization, timeliness, and transparency in scheduling especially at the NEC and SEC.

Is this a new or existing goal?

New

How will you complete this goal?

Completion of this goal can be problematic due to the lack of control faculty have over the administration of the college. Faculty expertise is not utilized in the building of the schedule and faculty input is often dismissed or ignored. We find the administration's method of determining student demand for courses crude and their use of statistics and past historical data obscure or severely limited.

The result has been the requests for classes at NEC and SEC without clear justification, premature cutting of classes that might fill (then subsequent adding of classes later which is problematic to staff due to current PT scheduling procedures) causing hardships for, or loss of part-time faculty, enrollment issues that are not fixed despite known issues (reducing enrollment), and delays in student matriculation.

A change in the culture and practices of the current enrollment management system towards actual shared governance is needed in order for us to fully realize this goal.

Outcome(s) expected (qualitative/quantitative)

Since our discipline has no faith in the competence of the current administration of the college and since this administration has a solid track record of failing to support faculty, our expected outcome is for this goal to fail miserably.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

If implemented it would allow us to do what the school should want us to do - grow our department and increase our success rates.

Expected Goal Completion Date

5/31/2021

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

Assistant Professor of Psychology

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

As our discipline continues to grow, including course offerings in our capstone course of Psy 230 - Research Methods (and prerequisite courses in statistics) as well as Physiological psychology, the need for qualified FULL TIME instructors has increased given the specialized knowledge and experience required to teach these courses. Further, if the discipline is going to expand our presence and course offerings into the SEC and NEC, the presence of a full time faculty member who spends a portion of his or her teaching load will add legitimacy to those centers and provide a source of support for part time faculty members teaching there. A new full time faculty member will also assist with the continually expanding rolls of professors in administrative and planning tasks within the discipline.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes. The courses we wish to staff, including Research Methods and Physiological psychology, require considerable time outside of the classroom grading in-depth scientific papers and projects, preparing laboratory specimens and assignments, etc. The time (and training) required outside of the classroom is not reimbursed for part-time faculty and while we do not blame them for not wanting to take on such classes given their pay rate, it makes it difficult to staff those classes as our offerings expand.

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

No. We simply have the need for more full time faculty to meet the needs of students as our discipline enrollment increases and additional courses are offered and expanded in to the NEC and SEC.

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

Our discipline maintains highly efficient enrollment even with significant expansion of course offerings, particularly in statistics and research methods courses.

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

No, we are not currently affected by reassigned time.

In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)
net loss of 1

REQUEST FOR ADDITIONAL STAFF, CAST, AA

Staff, CAST, AA request 1

Title of Staff position you are requesting

ADA

How will this Staff position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Our department is unaware if there is any specific protocol to staffing classified personnel at Palomar College in academic departments but those departments that are either small but have multiple disciplines, or are large but have only one or two disciplines tend to have multiple ADA appointments. The Behavioral Sciences Department is both very large (in the number of faculty, courses offered, and students served) and very large in the number of disciplines (we have six diverse disciplines). The Department has had two ADA's for over thirty years and both the size of the Department and the ADA job duties have increased considerably over that time. With the recent retirement of one of our long-term ADAs, the balance of the work that needs to be done for our department to simply function is obviously too much work for one ADA. Our department desperately needs the appointment of a second full-time ADA to ensure the success of our multiple mission statements, strategic enrollment management, enhanced multiple program completions, and support for Guided Pathways.

Is there a scarcity of qualified Part-Time Staff (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

No, we had a part-time staff person to step in for our retired ADA at the beginning of the semester but she lasted only a couple of weeks before she found full-time employment and left.

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

No

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

Thank you psychologists for your work on this PRP. You run your program with dedication and diligence and with care and concern for teaching excellence and maintaining high academic standards.

Chair Name

Michael Lockett

Chair Sign Date

10/28/2019

Dean Review

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

Good alignment of SLOs with professional association standards. Goals make sense and will help the program and students. Nice to see increase of program completers.

Areas of Concern, if any:

Course success, retention, and outcomes should be expanded further. PSYC 230 adds would lead to more program completions.

Recommendations for improvement:

With a large number of online courses in PSYC, I recommend that the faculty are reviewing existing courses with the CVC-OEI Course Design Rubric. There is support for this and there has been low participation from PSYC faculty and many of your courses are in the CTE programs of AODS and Social Work and Human Services.

Dean Name

Pearl Ly

Dean Sign Date

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:

Good to see completions on the rise. Thoughtful review.

Areas of Concern, if any:

Lets discuss goals as we improve scheduling based on completions.

Recommendations for improvement:

Vice President Name
Jack S. Kahn Ph.D.

Vice President Sign Date
2/2/2020