

Status: **Reviewed**

Entry #: 233

Date Submitted: 9/14/2020 1:29 PM

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
2020-2021

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Physics/Engineering

Discipline Name
Physical Science (PHSC)

Department Chair Name
Daniel Finkenthal

Division Name
Mathematics, Science and Engineering

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

Discipline Mission statement

The Department has not developed an agreed on mission statement for this discipline.

I will propose something similar to the Physics discipline:

Physics lies at the core of all scientific and technical disciplines. Our mission is to provide students with an outstanding learning experience in which they develop strong analytical, quantitative, and problem solving skills with a deep appreciation of the role physics plays in technical innovations and understanding the world we live in. We strive to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. We support and encourage students who intend to transfer as well as students pursuing career and technical training. We seek educational empowerment in all we do. We provide students with rigorous and comprehensive courses that allow them to perform at a high level while also fostering curiosity and excitement about the physical world. We also provide an exciting learning opportunity for non-physics and non-science majors that provides basic understanding of physics and problem-solving skills.

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

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

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

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

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

0.2

Full-time Faculty (FTEF)

0.2

Part-time faculty (FTEF)

0.8

Classified and other permanent staff positions that support this discipline

10% ADA (for PHYSENGR department)

50% ISA (for PHYSENGR department)

Additional hourly staff that support this discipline and/or department

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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 do they align with employer and transfer expectations?

This discipline has a single course. It is primarily meant to provide general education majors with an exposure to the physical sciences, including physics, chemistry, astronomy, and the earth-sciences.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

This discipline was hard for us to support. We have transferred this discipline to Earth and Space Sciences department

How have these factors presented challenges for your program(s)?

This discipline was hard for us to support. We have transferred this discipline to Earth and Space Sciences department

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?

This is the district standard.

What is your stretch goal for course success rates?

80.0%

How did you decide upon the goal?

This is s GE class with no math pre-requisite. It should be a fun and rewarding experience.

COURSE LEARNING OUTCOMES

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

No. We did our first assessment last year.

Summarize the major findings of your course outcomes assessments.

This discipline has a single course. It is primarily meant to provide general education majors with an exposure to the physical sciences, including physics, chemistry, astronomy, and the earth-sciences.

The course outcomes are poor on the main campus. We do have success at Camp Pendleton, mostly as a result of the passionate teaching of an adjunct faculty from physics. Enrollments have been dropping and are now at there lowest in five years (172), while all other courses in the PHYSENGR deparment have been increasing.

This discipline is having difficulty and we are not doing it well. It competes directly with classes from Earth Sciences, drawing enrollments from those programs. The Physics discipline also has general education course that strongly overlaps and competes for the same students. The discipline was originally created so that a FT faculty member could move from the ES department to PHYSENGR.

It is difficult to find qualified instructors for this discipline and we don't have the proper facilities to conduct experiments in chemistry, astronomy, and geology. This discipline is a burden and distraction to our department, and is better suited for the ES department.

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?

NA. We only offer a general education class which is not suitable for anyone majoring in Physical Science. The class we have may be useful for future teachers, but there are other classes they can take to become knowledgeable about science.

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

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

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?

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

Transfer this discipline to Earth and Space Sciences

Is this a new or existing goal?

Existing

Goal Status

Completed

How will you complete this goal?

We have discussed with Earth Science department and they agree that PHSC would be better suited for their department. This course is part of one of their certificate programs.

Last year we transferred the discipline

They are now offering and staffing the single course to meet their program needs.

I am doing the PRP this year to help.

Outcome(s) expected (qualitative/quantitative)

Better student learning outcomes, higher enrollments for ES, clearer pathways for students.

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

It will streamline our department and allow us to focus on what we are good at and where there are large opportunities for growth.

Expected Goal Completion Date

12/20/2020

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC Subcommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

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.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

dfinkenthal@palomar.edu

Review

Chair Review

Chair Comments

The PHSCI discipline has been transferred to Earth, Space, and Environmental Sciences Department. PHYSENGR completed the PRP to assist ESES this year.

ESES is offering and staffing a single section of the the one class in this discipline because it is part of a certificate program in their area.

This change needs to be made in system. It has already gone through and been approved by curriculum committee.

Chair Name

Daniel Finkenthal

Chair Sign Date

11/5/2020

Dean Review

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

Areas of Concern, if any:

Recommendations for improvement:

Dean Name

Dean Sign Date

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:

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Vice President Sign Date