INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2024

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: 1 **Area of Study:** STEM **Program:** ASTR/PHYS
Current Academic Year: 2023-24

Last Academic Year CPPR Completed: 2019-20 **Current Date:** 3/1/24

NARRATIVE: Instructional CPPR

Please use the following narrative outline:

I. Describe how this program review was conducted, including how all program members were involved in the planning process.

All program faculty were invited to participate in this Comprehensive Program Plan and Review. The narrative and analysis were primarily completed by Jim Eickemeyer (full-time faculty), Patrick Len (full-time faculty), Bret Clark (full-time faculty), and Erik Veach (part-time faculty). Input was also gathered from our lab technicians, Mark Sparlin, and Heather McElroy who assisted in identifying future program needs for the Resource Allocation Plan.

II. GENERAL PROGRAM INFORMATION

Program Mission

The mission of the Physics Program, which is part of the Physical Sciences Division, is to support the Mission of Cuesta College by enabling our students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. We provide preparation for transfer students who are required to take a general science course with or without a laboratory. The program also presents an excellent opportunity for students wishing to enhance their general education and scientific knowledge. The physics department is committed to integrating appropriate technology, modern instrumentation, traditional and contemporary pedagogical approaches, and assessment of student learning into classes to create a supportive environment that engages all students in classroom activities. The program supports expanding the number of students who successfully complete Astronomy and Physics

courses by offering courses to local high school students via dual enrollment and to incarcerated students at the California Men's Colony.

Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

The last Comprehensive Program Plan and Review was completed in the spring of 2020 (during the 2019-20 academic year). No one could have predicted the impact of the COVID-19 pandemic on our students, faculty, staff, and program. One reason why the department and division had not offered online instruction prior to the pandemic is that adequate resources do not exist to provide the same level of instruction as is provided in a face-to-face class, and faculty did not have the time to develop their own content while teaching face-to-face classes. Cuesta's move to fully online instruction during the spring 2020 term left us with little choice: faculty and staff worked tirelessly to create original online video content for our lecture and laboratory courses. Our division held weekly Zoom check-in meetings where faculty could share tips on video editing, Canvas development, captioning, and creative solutions to ameliorate the effects to instruction. Some faculty used multiple cameras and camera angles in laboratory exercises so that students could get as close to the in-person lab experience as possible. Other faculty developed laboratory simulations and procedures from scratch. Our laboratory technicians assisted faculty in making the videos by setting up apparati, serving as camerapeople, and ensuring that the countless hours of videos had accurate captions. Due to the time required to create this content, often, the videos were uploaded and pages were published not long before students were expected to view them. We are very proud of the work that was done in minimizing the impact of the pandemic.

Unfortunately, during the pandemic, success rates declined. Interestingly, equity gaps remained fairly constant, although little progress was made. As we move out of the pandemic, we are looking to improve student success and close equity gaps. The work that was done during the pandemic should help us in closing some equity gaps. One example of this is that students who miss class or a lab now can be offered an alternate modality to minimize the impact of their absence. We are also reworking our in-person labs to offer some online components that students work on outside their scheduled lab times to open more face-to-face classroom time for instructor assistance and additional learning opportunities that were previously not possible given the limited time available to complete all the hands-on lab experiments. We are trying to take the best of what was created online and weave that into the delivery of our face-to-face classes to maximize opportunities for conceptual understanding and help improve student success rates.

List all current full-time and part-time faculty in the program.

Full-time Astronomy and Physics Faculty:

Bret Clark

James Eickemeyer

Patrick Len

Part-time Astronomy and Physics Faculty:

Michelle Kaul

Jon Tarantino

Erik Veach

III. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the **District's Mission Statement**.

The Physics Program supports the District's Mission by providing instruction so students may meet their education goals by providing foundational skills that is useful for all STEM majors. The Program offers challenging courses while promoting intellectual, personal, and professional growth.

B. Identify how your program addresses or helps to achieve the **District's Institutional Goals and Objectives**, and/or operational planning initiatives.

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts

The Astronomy and Physics programs support Institutional Objective 1A by offering courses at the California Men's Colony and to local area high school students. Students attending at these sites are disproportionately from low-income and underrepresented groups.

Institutional Objective 1D: Increase career pathways for local high school students
We have offered physics courses to at five local high schools and have provided opportunities to earn college-level credit for over 500 local high school students in the last five years.

Institutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credentials, certificates, or specific job-oriented skill sets
-and-
Institutional Objective 4A: Decrease the average number of units accumulated by Cuesta College students

In addition to the California Men's Colony and local high school enrichment offerings, all program courses satisfy General Education breadth requirements for physical sciences. Several program courses also serve as required courses for many majors including architecture, kinesiology, physical therapy, engineering, construction management, mathematics, biology, chemistry, and physics.

C. Identify how your program helps students achieve **Institutional Learning Outcomes**.

ILO 2. Critical Thinking and Communication
Students achieving this outcome will be able to:
Analyze and evaluate their own thinking processes and those of others
Communicate and interpret complex information in a clear, ethical, and logical manner

To help students achieve ILO 2 in Physics 205AB and Physics 208ABC, students apply appropriate physics concepts to analyze real-world situations.

http://waiferx.blogspot.com/search/label/physics%20problem
http://waiferx.blogspot.com/search/label/physics%20essay%20question

ILO 3. Scientific and Environmental Understanding
Students achieving this outcome will be able to:
Draw conclusions based on the scientific method, computations or experimental and observational evidence

ILO 6. Technical and Informational Fluency
Students achieving this outcome will be able to:
Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically
Produce and share electronic documents, images, and projects using modern software and technology

To help students achieve ILO 3 and ILO 6 in Physics 205AB and Physics 208ABC, students learn how develop and/or execute procedures to gather evidence in order to analyze the underlying physics concepts in laboratory and present their findings using both qualitative and quantitative descriptions and supporting data tables and/or charts.

IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

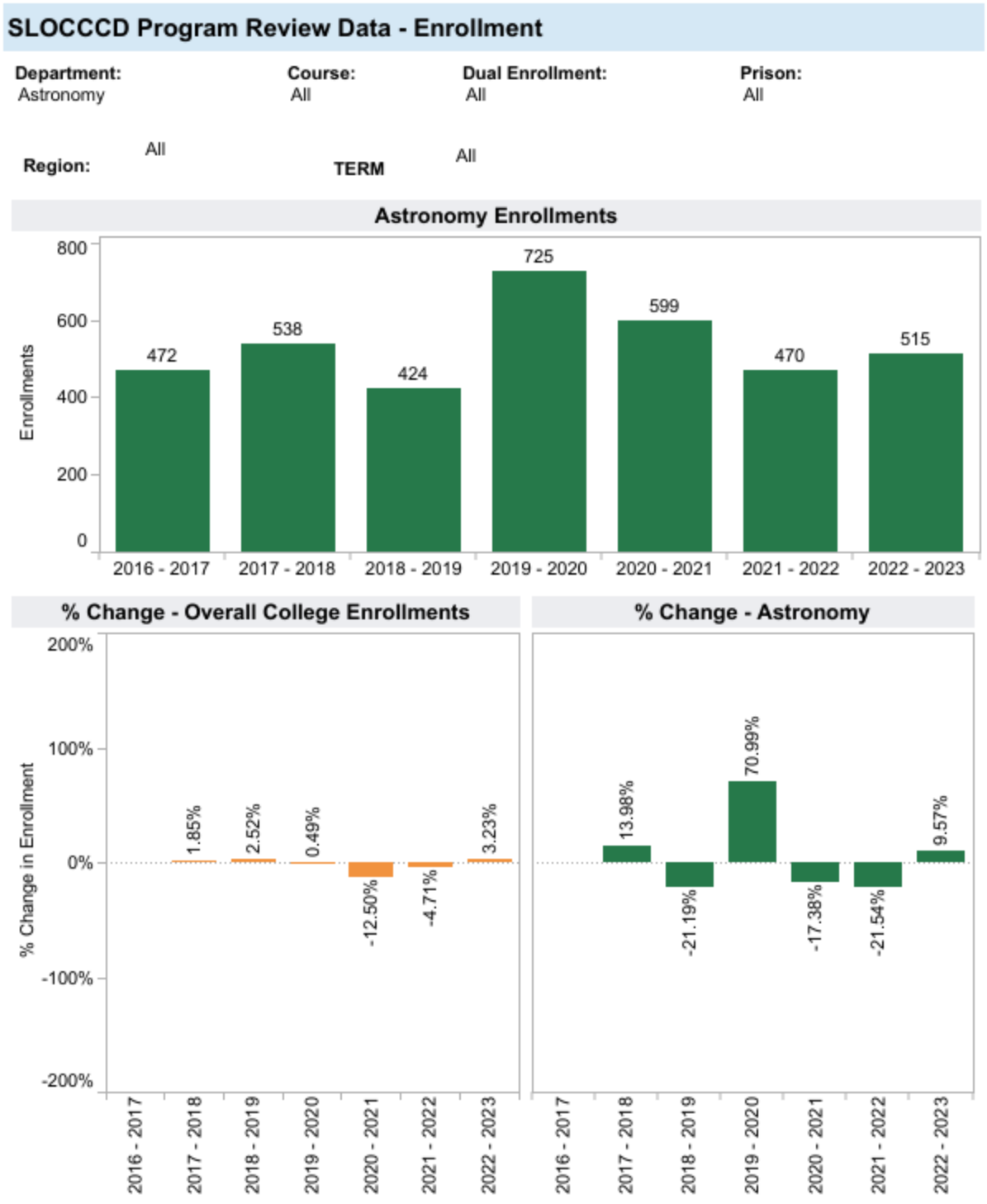


Figure 1: Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Figure 1 shows a large decrease in ASTR enrollment which occurred during the pandemic. This is consistent with decreases witnessed college wide. Enrollments began to rebound during the 2022-23 academic year. Based upon fill rate trends and sections offered, we anticipate returning to pre-pandemic levels in the near future.

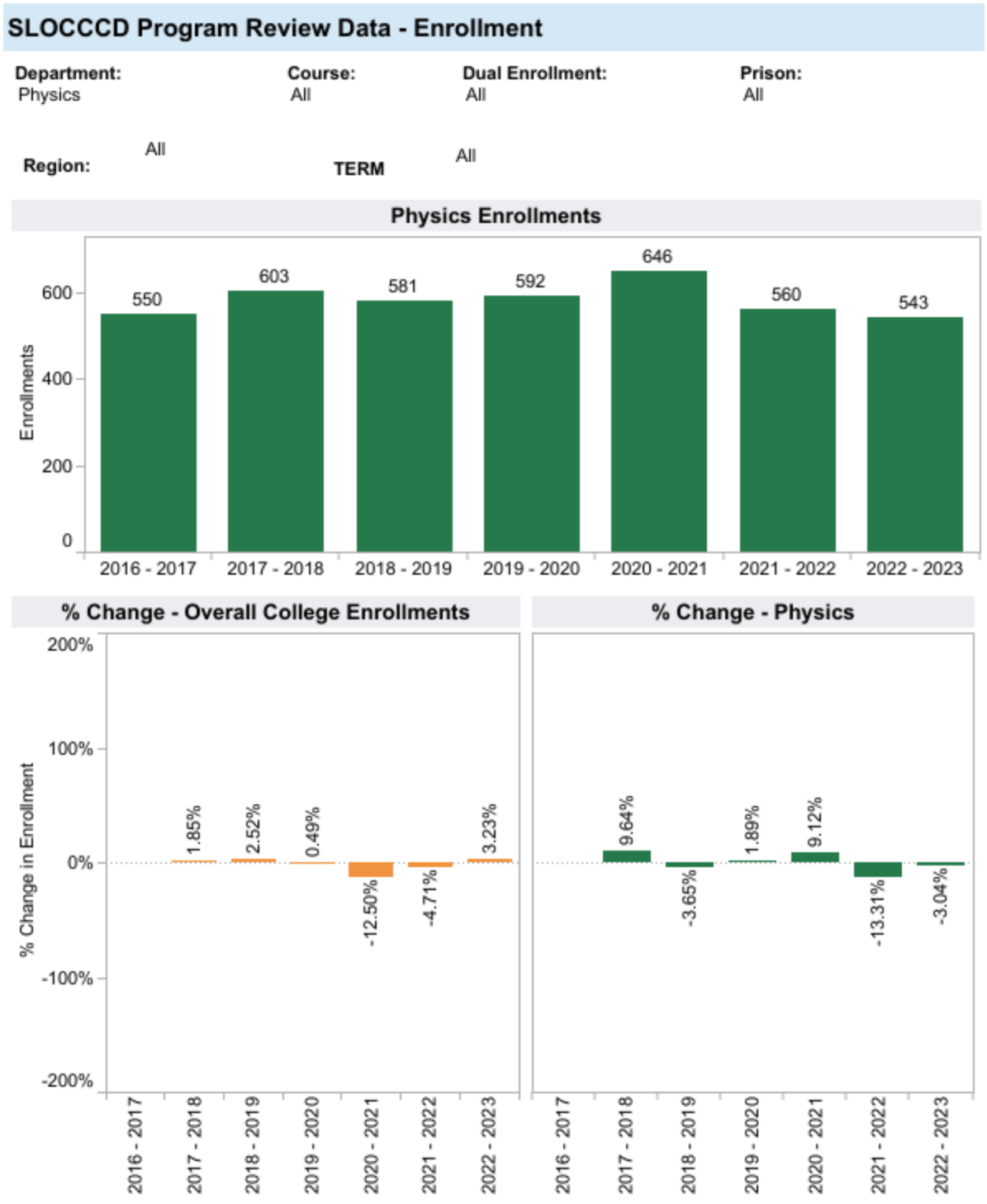


Figure 2: Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Figure 2 shows a peak PHYS enrollment during the 2020-21 academic year. This is due to an increase in Cuesta-led dual enrollment high-school students taking PHYS 205AB. Unfortunately, in order to meet demand, we were required to overload an adjunct faculty member and increase the load for a full-time faculty member over 140%. This was a one-time solution and resulted in a decrease in headcount the following year. This academic year, student demand appears to be returning based upon fill rate and number of sections offered.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

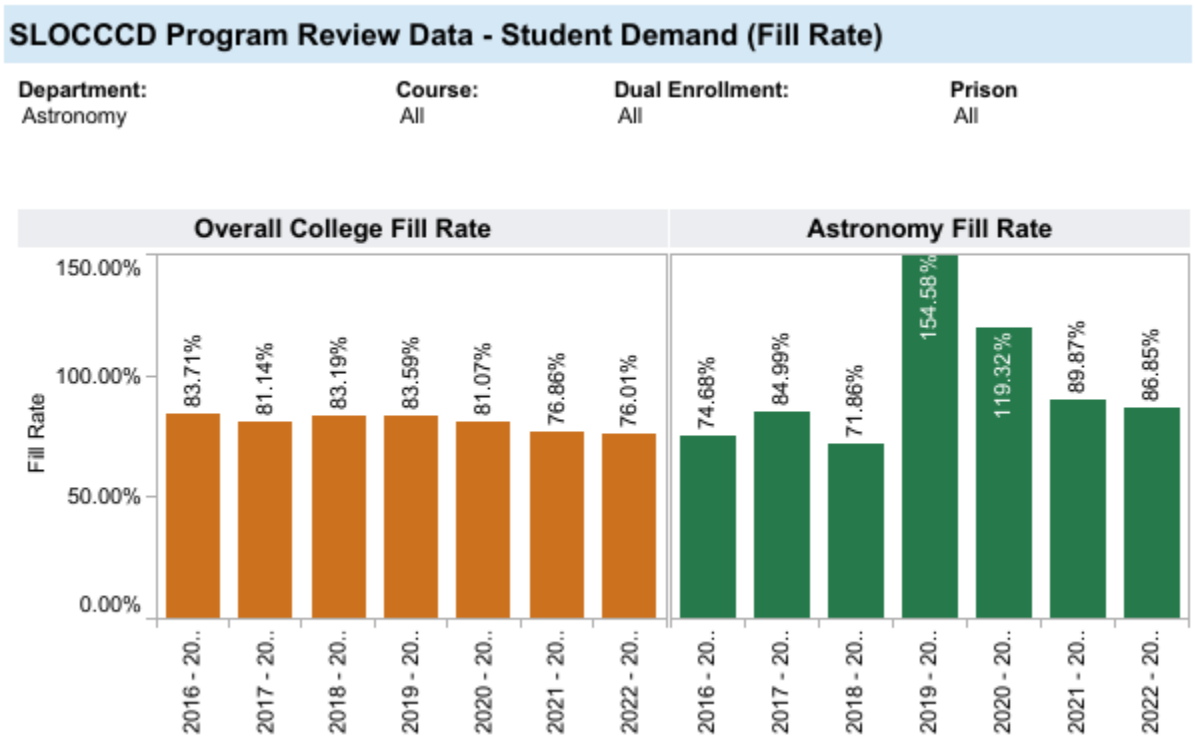


Figure 3: Fill Rate: The ratio of enrollments to class limits.

ASTR fill rates, post-pandemic, are above any of the five-year overall college fill rates.

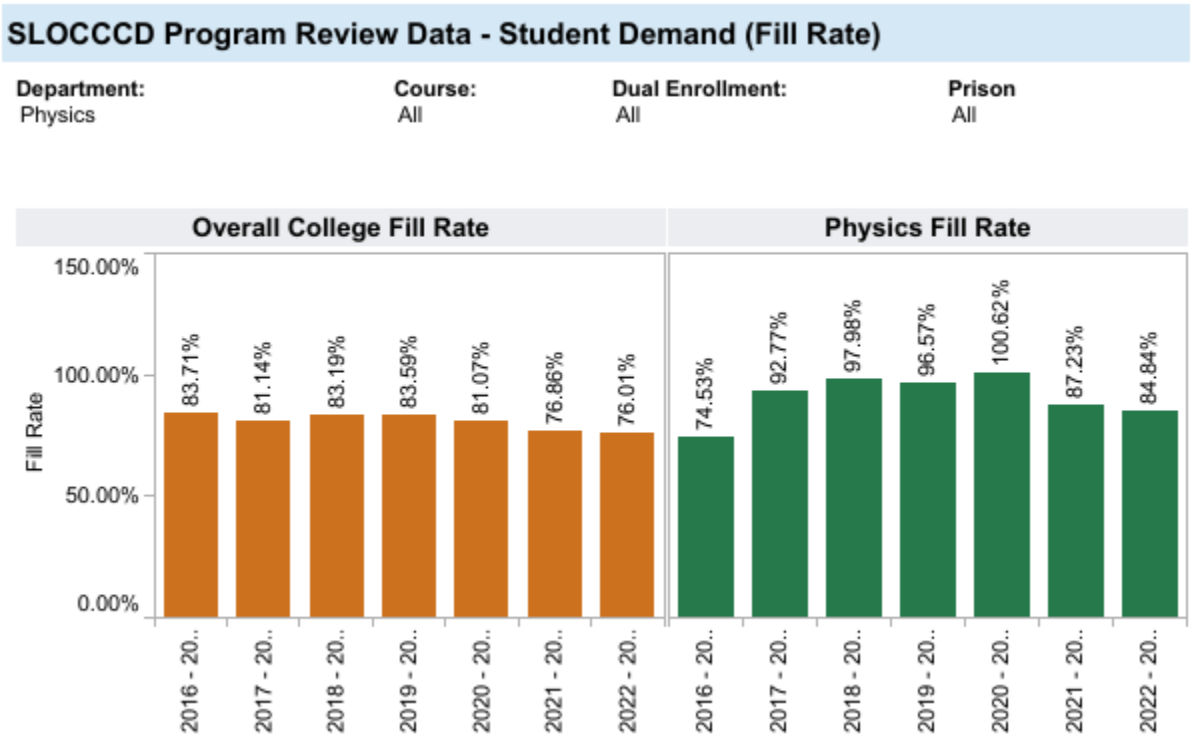


Figure 4: Fill Rate: The ratio of enrollments to class limits.

PHYS fill rates have trended above the overall college fill rate for four of the past five years.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

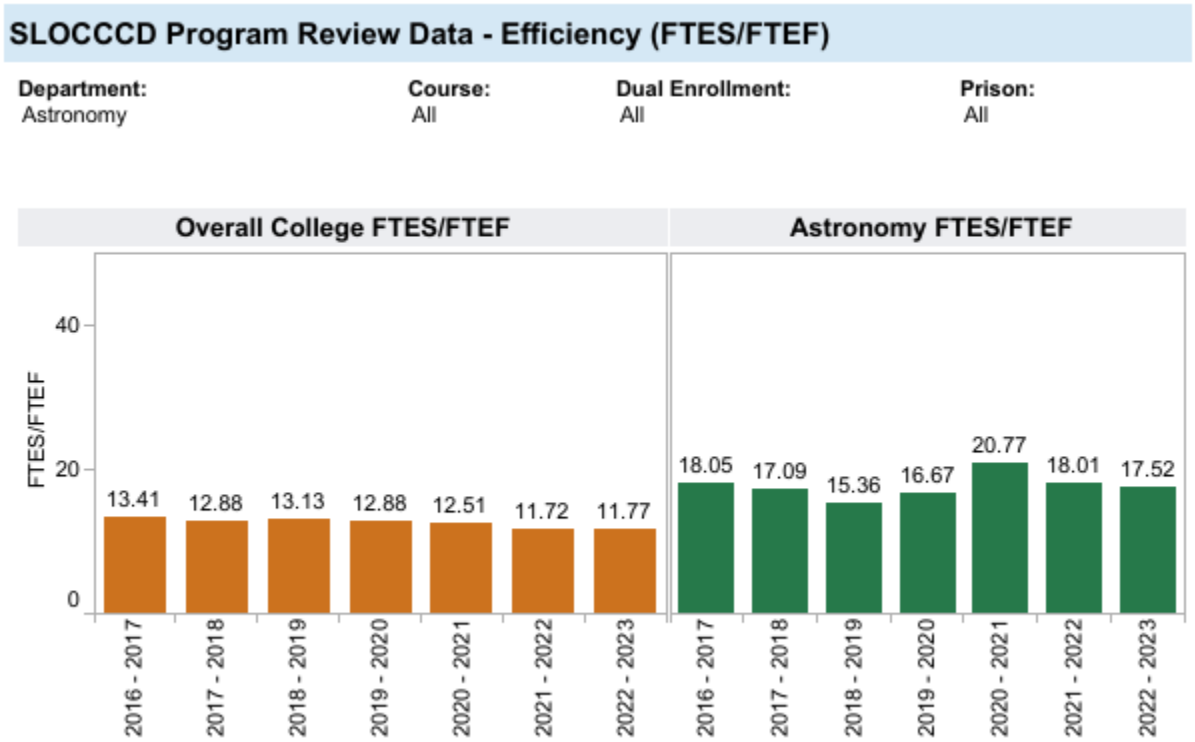


Figure 5: FTES/FTEF: The ratio of total FTES to FTEF

Efficiency in ASTR courses is consistently 5% higher than the college ranging from a five-year low of 15.36 FETS/FTEF in 2018-19 to 20.77 in 2020-21. It is expected that the efficiency will remain at 17 FTES/FTEF or higher for future years.

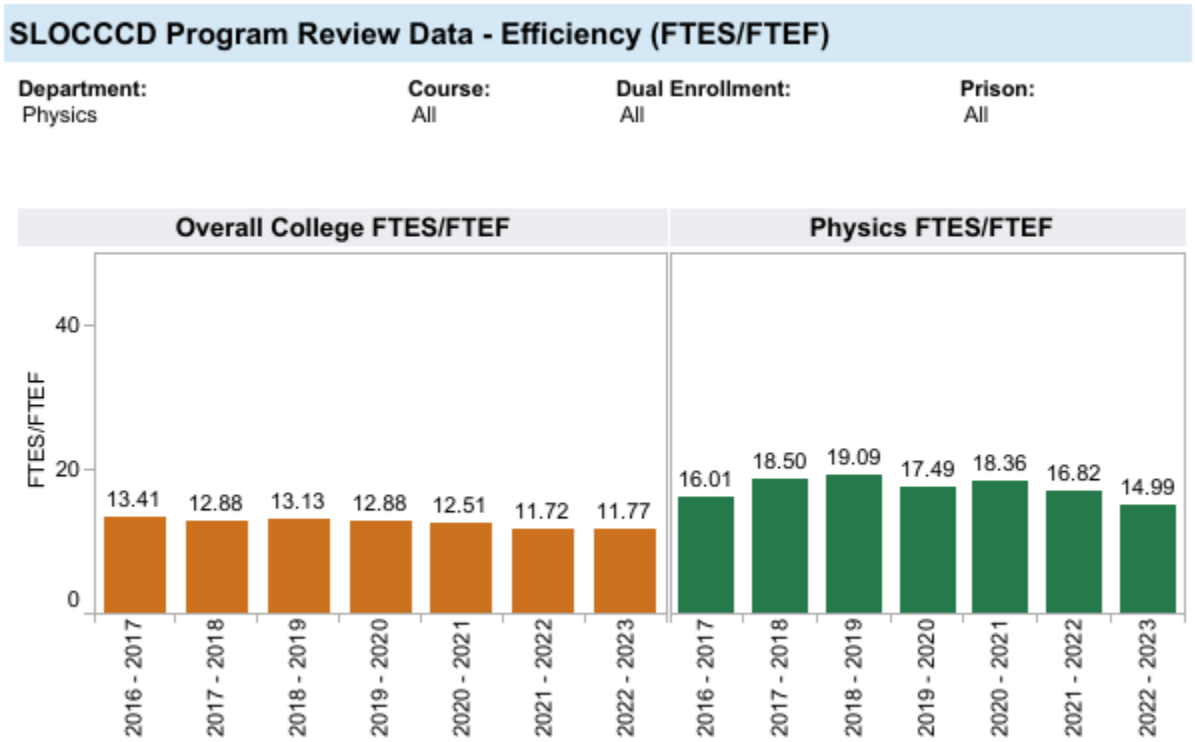


Figure 6: FTES/FTEF: The ratio of total FTES to FTEF

Efficiency in PHYS courses is artificially low. We have contacted Institutional Research to resolve an issue that does not credit Cuesta-led CCAP courses FTES. There are multiple CRN's affected by this issue.

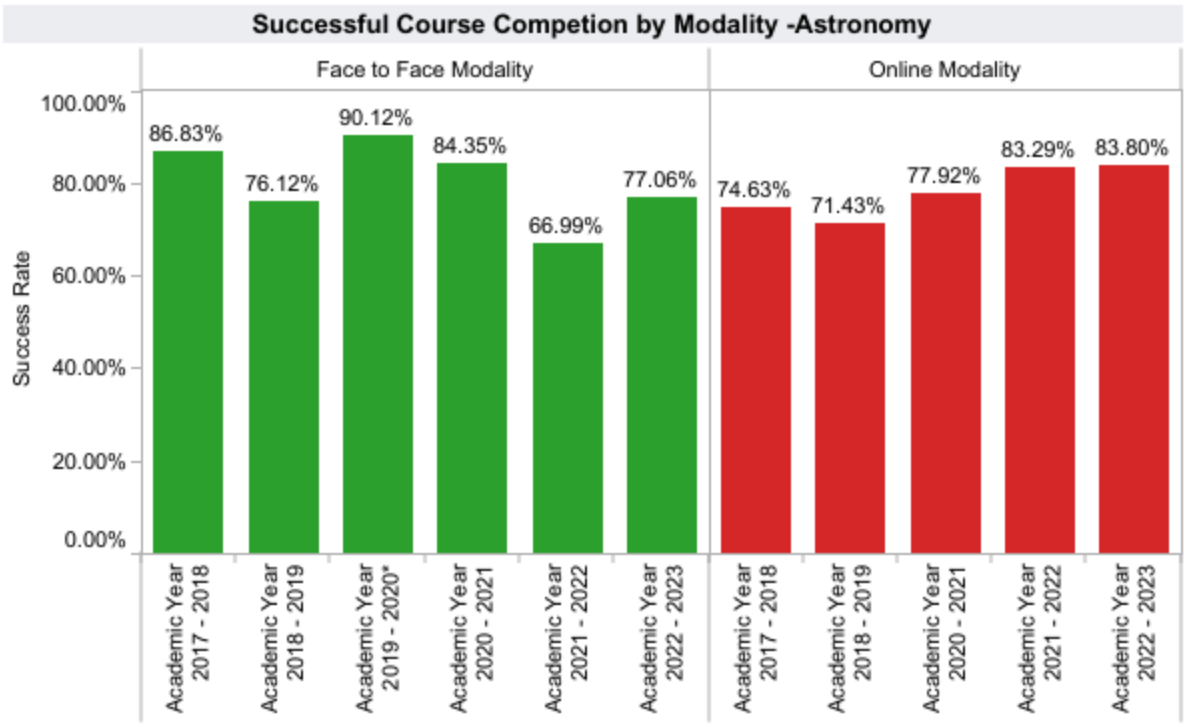
D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Astronomy

Course: All

Legend: Face to Face Modality, Online Modality



Successful Course Competion by Modality Table - Astronomy

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	86.83%	76.12%	90.12%	84.35%	66.99%	77.06%
	Total Department Enrollm..	486.0	424.0	729.0	121.0	105.0	231.0
Online Modality	Department Success Rate	74.63%	71.43%		77.92%	83.29%	83.80%
	Total Department Enrollm..	67.0	7.0		486.0	373.0	284.0

Figure 7: Successful Course Completion by Modality

Post-pandemic, ASTR course completion rates for the online modality are greater than the face-to-face modality. They also are greater than the overall college completion rates for online students.

Pre-pandemic ASTR course completion rates were higher for face-to-face than

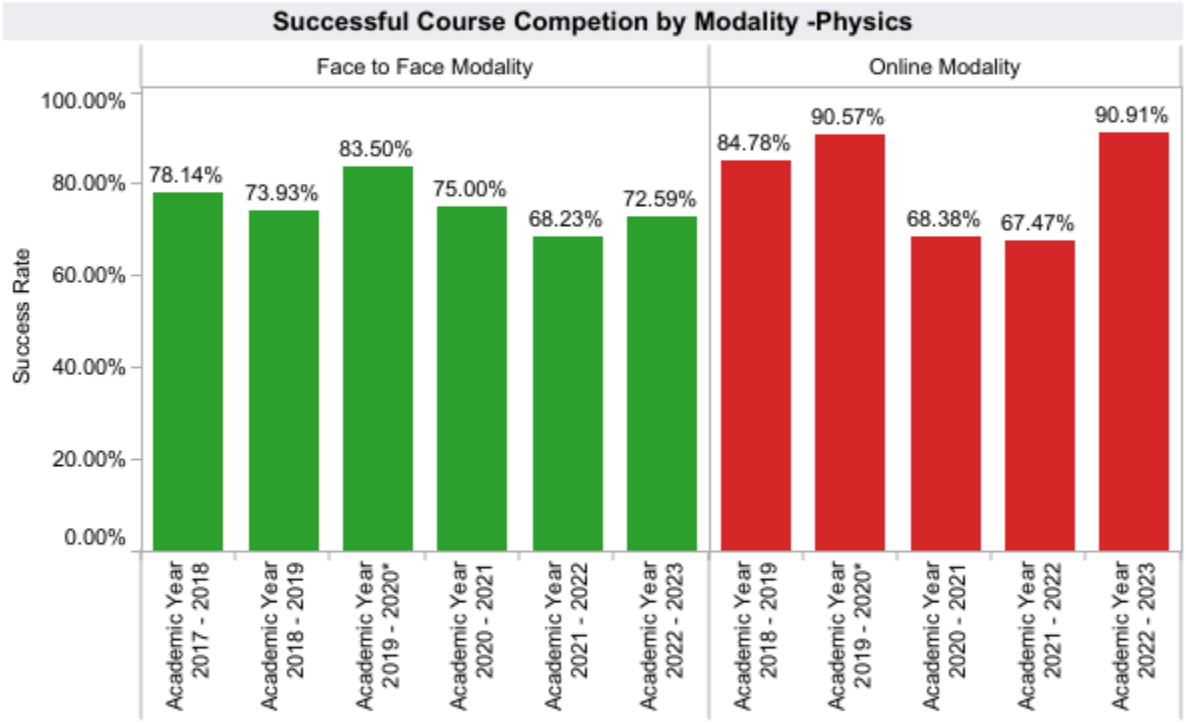
for online modalilties. Only ASTR 299 was offered online pre-pandemic (specifically offered only 2017-18 and 2018-19, and has only been offered again starting spring 2024).

SLOCCCD Program Review Data: Successful Course Completion

Select Department: Physics

Course: All

Legend: Face to Face Modality, Online Modality



Successful Course Competion by Modality Table - Physics

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	78.14%	73.93%	83.50%	75.00%	68.23%	72.59%
	Total Department Enrollm..	636.0	562.0	544.0	36.0	194.0	470.0
Online Modality	Department Success Rate		84.78%	90.57%	68.38%	67.47%	90.91%
	Total Department Enrollm..		46.0	53.0	614.0	378.0	77.0

Figure 8: Successful Course Completion by Modality

Most recent online course completion rates have returned to pre-pandemic levels. This is not surprising since the majority of the online courses are Cuesta-led dual enrollment courses. Students in these high school courses were disproportionately affected by the

pandemic. Pre and post-pandemic online completion rates far exceeded the overall college completion rates. This is largely due to the success of the Cuesta-led dual enrollment model.

E. Degrees and Certificates Awarded (Insert Data Chart)

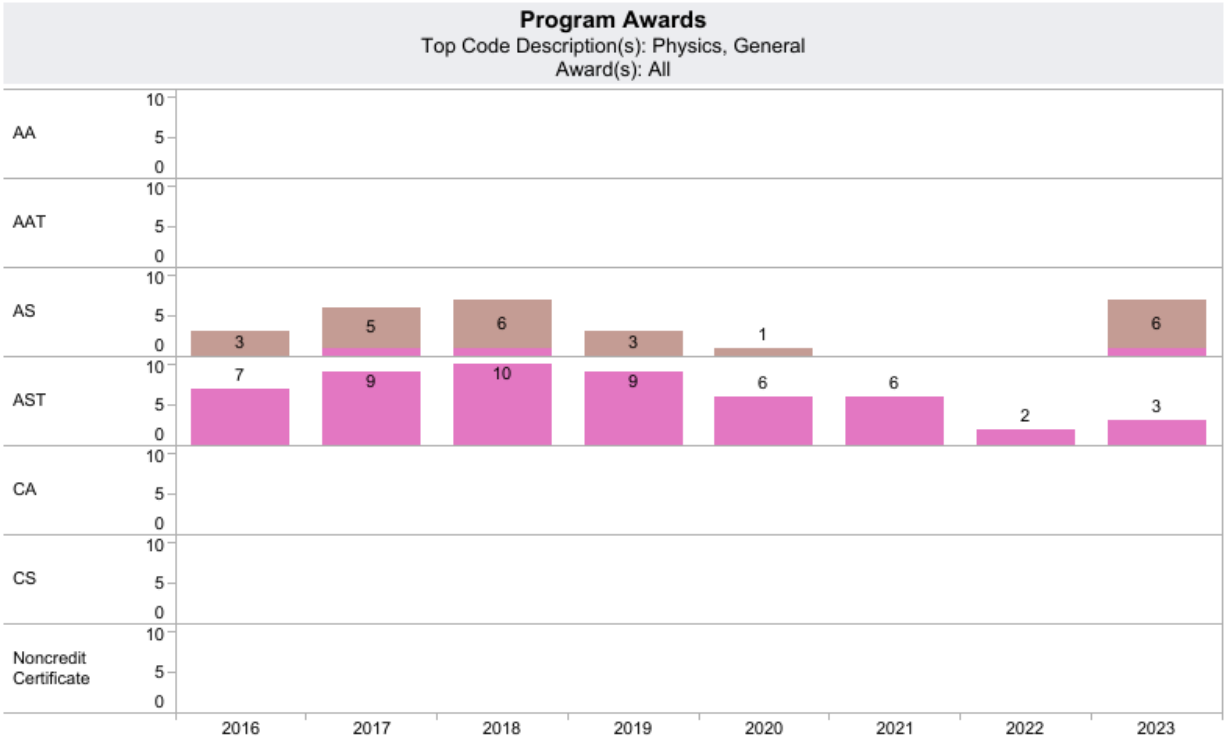
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Physics, General

Award Type: All

Area of Study All



Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AS	Physics (AS)	3	5	6	3	1			6
	Physics (AST)		1	1					1
	Total	3	6	7	3	1			7
AST	Physics (AST)	7	9	10	9	6	6	2	3
	Total	7	9	10	9	6	6	2	3

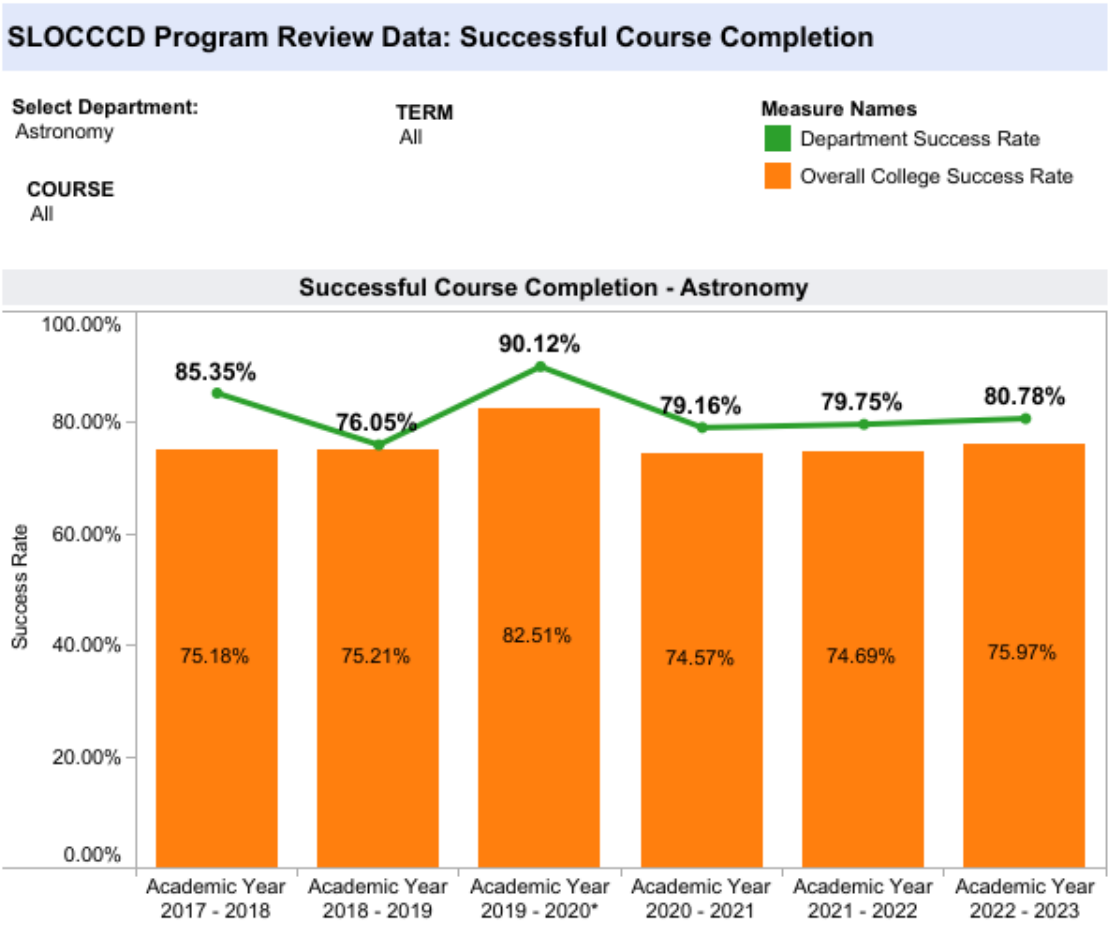
Program Awards: The number of degress and certificates awarded by program type

Figure 9: Program Awards - Number of degrees and certificates awarded

The number of degree completions remains low. This is likely due to the fact that most students who take physics courses, do so because it is a core course for their major. Additionally, STEM majors understand that an Associate's degree is a stepping stone that does not offer much value in their overall educational plans.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and **Institutional Standards of Achievement**. If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.



Astronomy Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	85.35%	76.05%	90.12%	79.16%	79.75%	80.78%
Total Enrollments	553	431	729	607	478	515

Figure 10: General Student Successful Course Completion

The success rate for ASTR courses has been consistently higher than the overall college success rate.

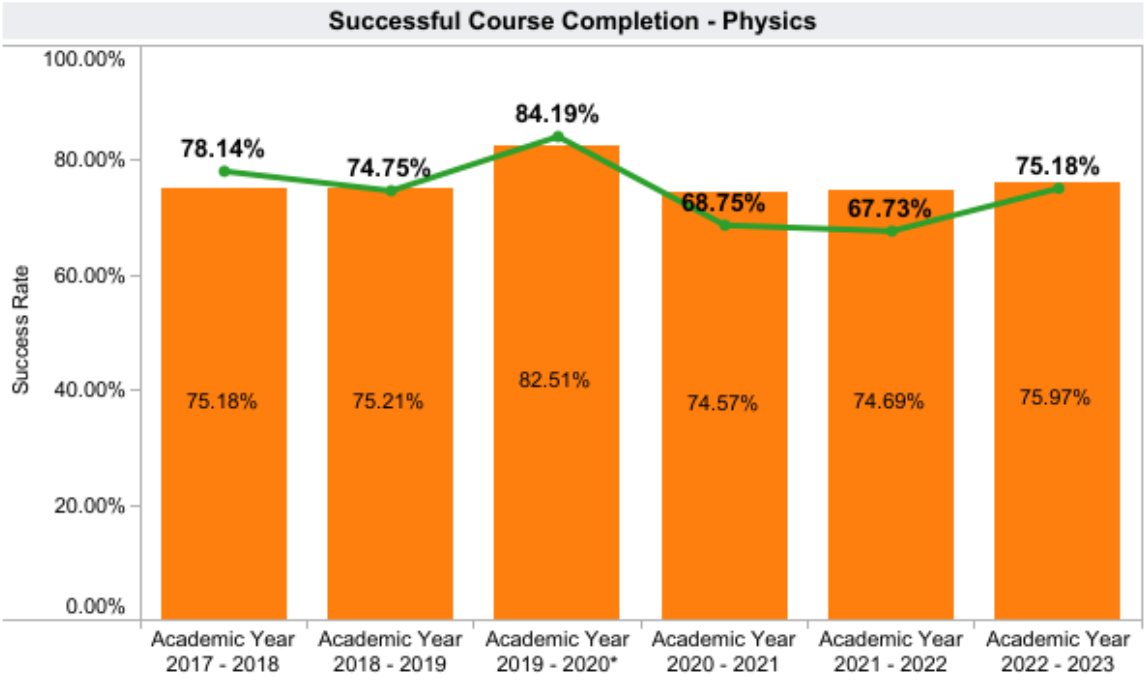
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Physics

TERM
All

COURSE
All

Measure Names
Department Success Rate
Overall College Success Rate



Physics Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	78.14%	74.75%	84.19%	68.75%	67.73%	75.18%
Total Enrollments	636	608	597	650	572	547

Figure 11: General Student Successful Course Completion

The success rate for PHYS courses was negatively impacted by the COVID-19 pandemic and the requisite change from face-to-face offerings to online. The success rate is increasing as we move farther away from the pandemic years.

What resources might you need to meet and exceed the Institutional Set Standard?

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What strategies have you implemented to address equity gaps in the classroom?
- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
- What resources might you need to minimize equity gaps?

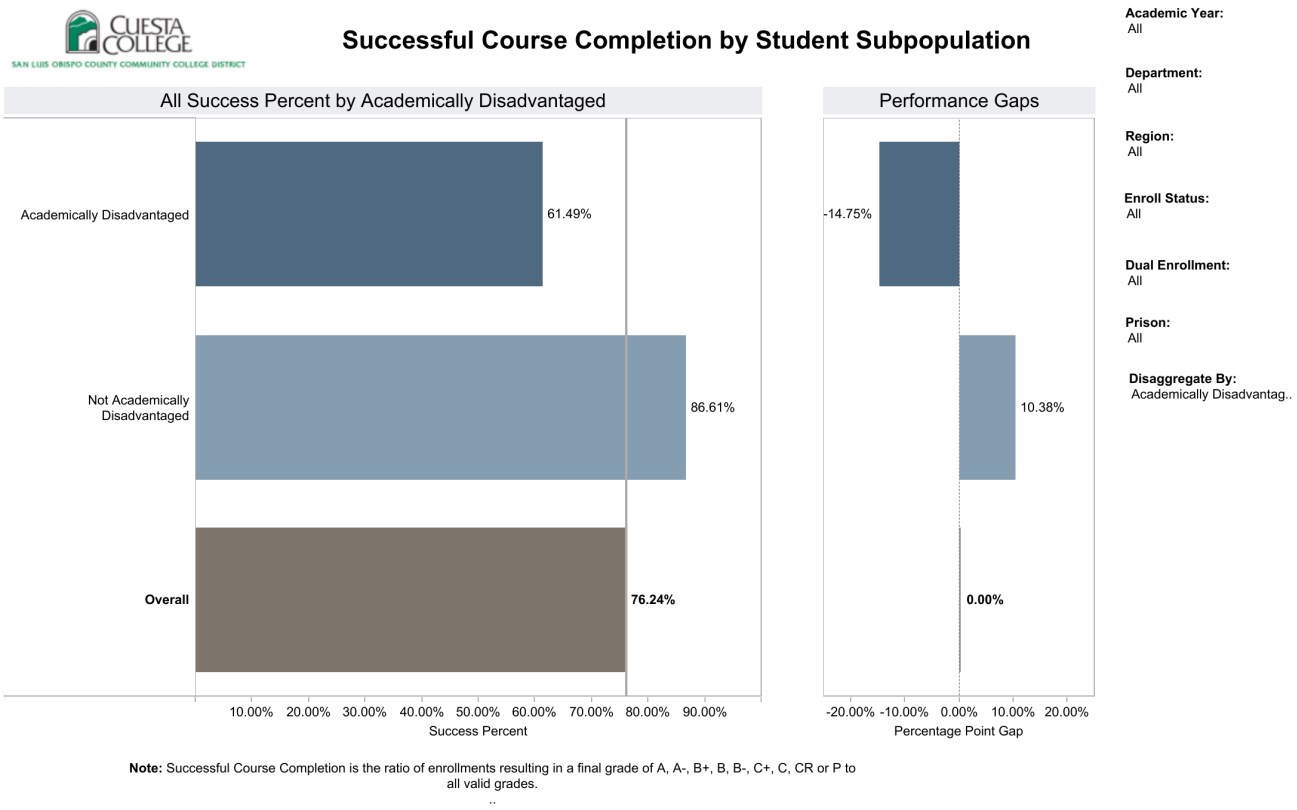
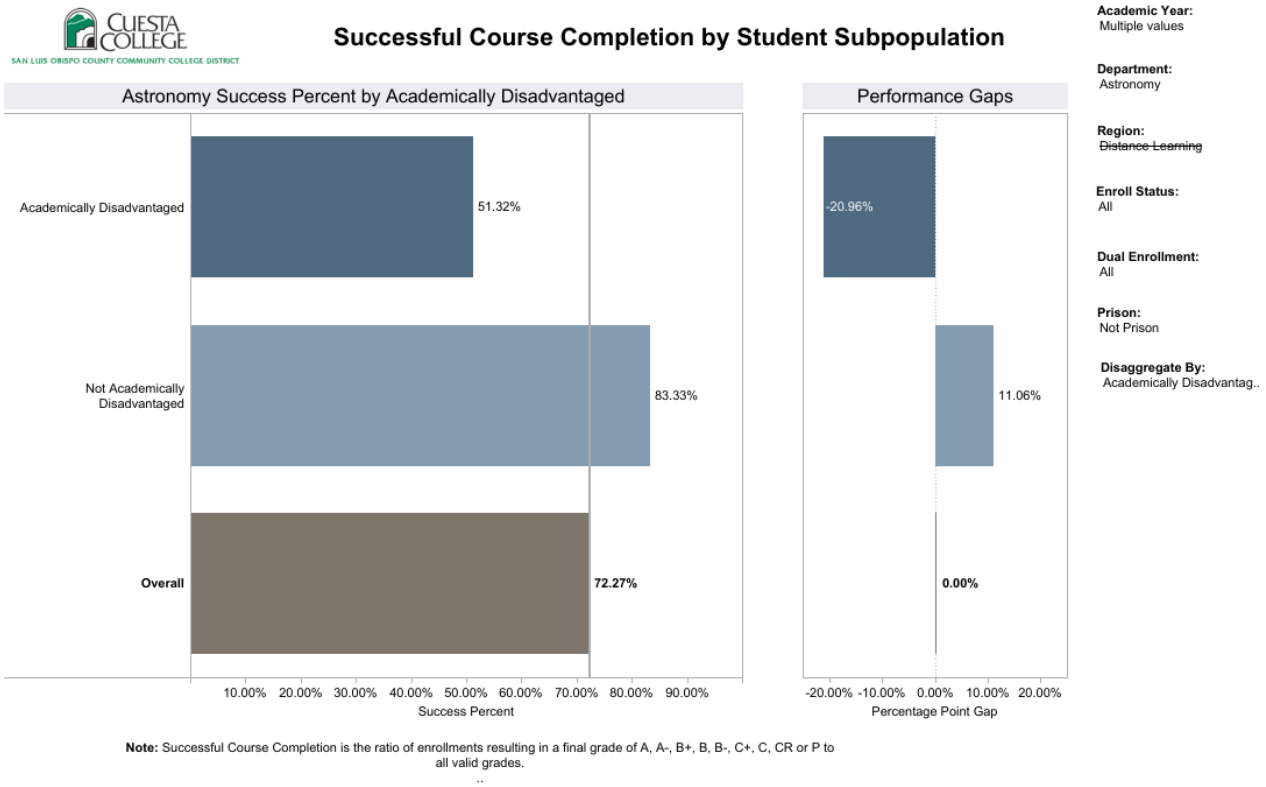


Figure 12: College-Wide Success Rates Disaggregated by Academic Preparation

College-wide there is a performance gap between the success rate for academically disadvantaged students (61.49%) and those who are not (86.61%).



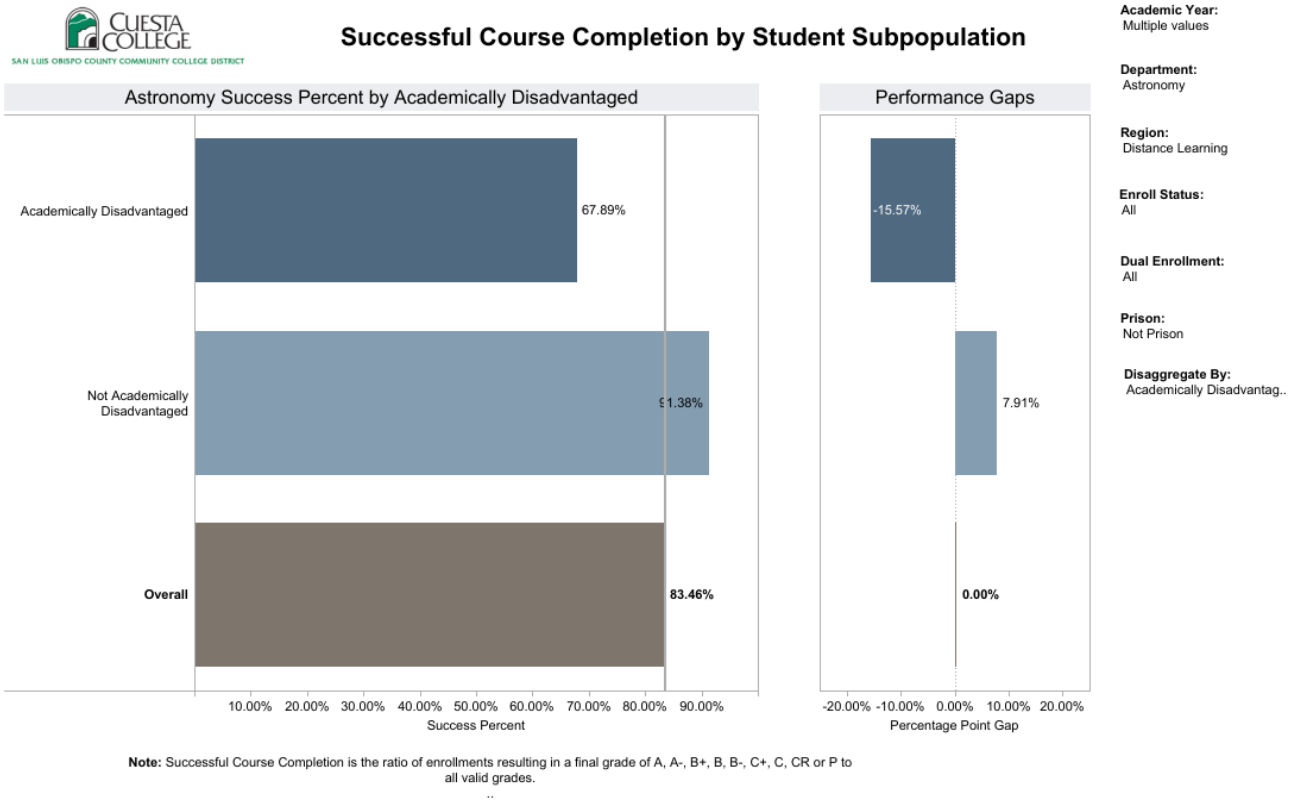


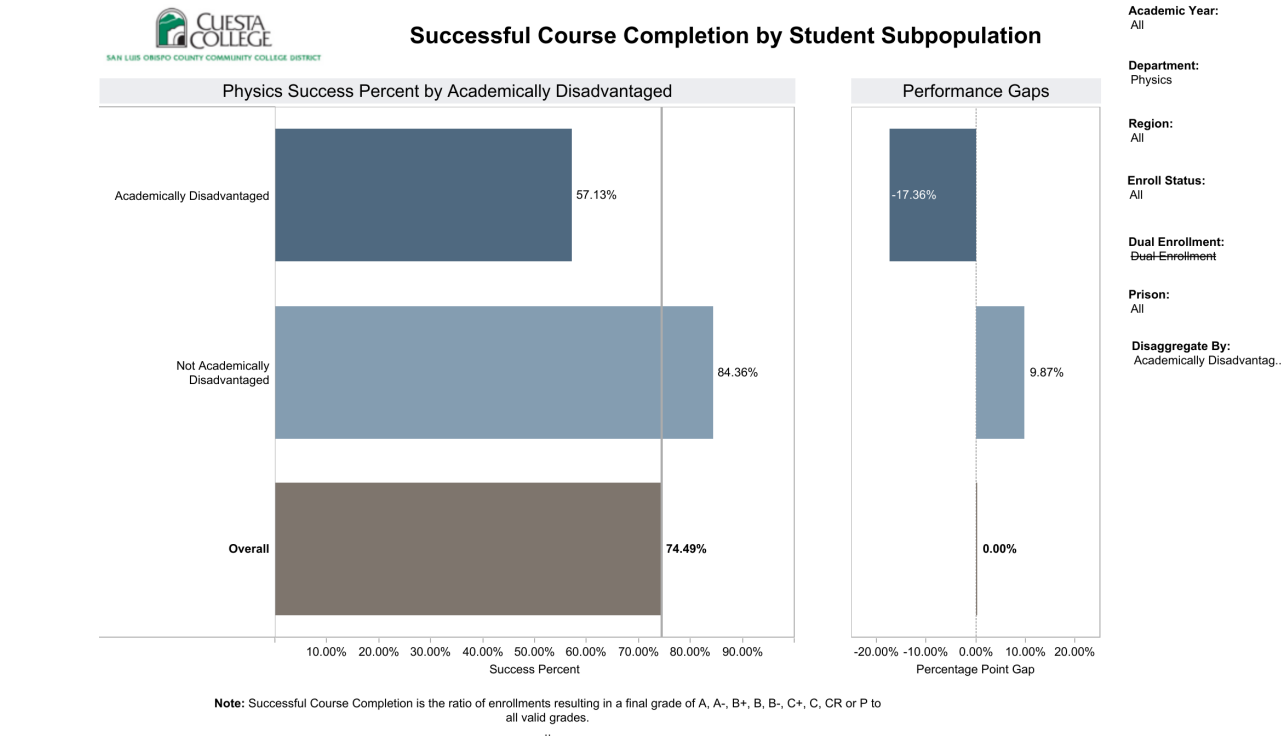
Figure 13: Astronomy Success Rates Disaggregated by Academic Preparation

For in-person modality ASTR courses, there is a performance gap between the success rate for academically disadvantaged students (51.32%) and those who are not (83.33%). For in-person modality, the ASTR success rate for academically disadvantaged students (51.32%) is lower than the college-wide success rate for academically disadvantaged students (61.49%).

For DE modality ASTR courses, there are higher success rates for both academically disadvantaged students (67.89%) and those who are not (91.38%), and the disparity between academically disadvantaged students and those who are not is smaller for DE astronomy courses compared to in-person courses. For DE modality, the ASTR success rate for academically disadvantaged students (67.89%) is higher than the college-wide success rate for academically disadvantaged students (61.49%).

The overall success rate for DE ASTR courses is higher (83.46%) than the overall success rate for in-person ASTR courses (72.27%). These data suggest that there is a significant benefit for all students to take astronomy courses through DE modality, compared to in-person.

ASTR DE classes have been designed for accessibility and JEDI (Justice, Equity, Diversity, Inclusion), and with the flexibility to accommodate students with non-traditional schedules/availability, these may have contributed to raising the success rates compared to the success rates in ASTR in-person classes for both academically disadvantaged students and those who are not.



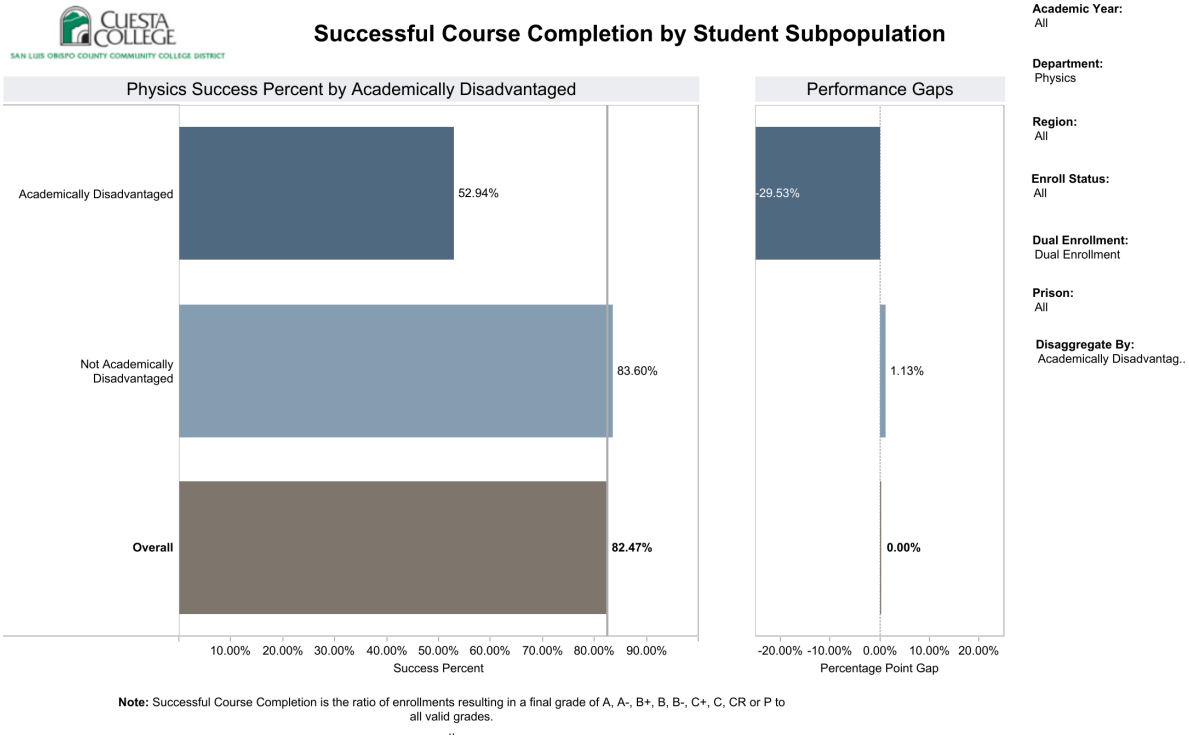


Figure 14: Physics Success Rates Disaggregated by Academic Preparation

For non-dual enrollment PHYS courses, there is a performance gap between the success rate for academically disadvantaged students (57.13%) and those who are not (84.36%). For non-dual enrollment PHYS courses the success rate for academically disadvantaged

students (57.13%) is lower than the college-wide success rate for academically disadvantaged students (61.49%).

For dual enrollment PHYS courses, there is a similar performance gap between the success rate for academically disadvantaged students (52.94%) and those who are not (83.60%). For non-dual enrollment PHYS courses the success rate for academically disadvantaged students (52.94%) is lower than the college-wide success rate for academically disadvantaged students (61.49%).

For dual enrollment PHYS courses the overall success rate (82.47%) is higher than the overall success rate for non-dual enrollment PHYS courses (74.49%). These results should be considered carefully, as dual enrollment classes are comprised of high school students at their respective high schools taking the PHYS 205A/B sequence over two years instead of two semesters.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

V. PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

Review the CurrIQunet "Program of Study" outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modifi	Deactivated since last CPPR (if yes, include deactivation date)

			ed date)	
Physics – AS	Yes	No	No	No
Physics – AS-T	Yes	No	No	No

For all Currently Active Programs/Certificates, review the CurrIQunet "Program of Study" outline for each active program/certificate and complete the table by indicating yes/no for each column.

Program/Certificate Title (include only those programs/certificates that are active).	**Required courses and electives (including course numbers, titles, and credits) are accurate**	**Program description is current**	**Program Learning Outcomes are accurate and include method of assessment.**	**If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.**
Physics – AS	MATH 265A, MATH 265B, MATH 283, MATH 287, PHYS 208A,	Yes	Yes	

	PHYS 208B, PHYS 208C			
Physics – AS-T	MATH 265A, MATH 265B, MATH 283, PHYS 208A, PHYS 208B, PHYS 208C	Yes	Yes	

B. Curriculum Review

Complete the **Curriculum Review Worksheet** and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurrIQunet format) are appropriate and complete.

VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

See attached.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

We have completed most course assessments in eLumen. The main reason for the incomplete assessments is due to the COVID-19 Pandemic and its after-effects.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See attached.

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

See attached.

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

In an effort to improve student success, we have discussed ways to make the practical (lab) experience more meaningful. As a result of this dialogue, we have re-worked lab activities, introducing online simulations and exploration when appropriate.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the **Resource Plan Worksheet**and review the **Resource Allocation Rubric**.

VII. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

Please see Section 3B.

B. Institutional Learning Outcomes

Please see Section 3C.

C. Program outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling

We anticipate reducing the number of student learning outcomes for PHYS 208C. We also anticipate additional dual enrollment sections at local high schools.

2. Support services to promote success, persistence and retention

We look forward to increased student support via embedded tutors, the Student Success Center, and the MESA program.

3. Facilities needs

No new facilities requests at this time, although an anticipated increase in faculty will require additional faculty office space.

4. Staffing needs/projections

None at this time.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We continue to need an instructional supplies budget augmentation to account for inflation. Additionally, our equipment is very expensive and has a finite life. The District currently does not have good long-term budgeting processes for us to plan for equipment replacement.

VIII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

IX. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 3, 2024.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Bret Clark	Bret Clark (Apr 11, 2024 10:10 PDT)	Apr 11, 2024
Division Chair/Director Name	Signature	Date
James Eickemeyer	James Eickemeyer (Apr 4, 2024 06:54 PDT)	Apr 4, 2024
Name	Signature	Date
Patrick Len	Patrick Len (Apr 5, 2024 15:03 PDT)	Apr 5, 2024
Name	Signature	Date
Erik Veach	Erik Veach	Apr 5, 2024
Name	Signature	Date
Heather McElroy	Heather McElroy (Apr 10, 2024 05:53 PDT)	Apr 10, 2024
Name	Signature	Date
Mark Sparlin	Mark Sparlin (Apr 10, 2024 07:54 PDT)	Apr 10, 2024
Name	Signature	Date
Name	Signature	Date

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: **Faculty Prioritization Process Handbook**

APPLICABLE SIGNATURES:

Vice President/Dean	**Date**
Division Chair/Director/Designee	**Date**
Other (when applicable)	**Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

ASTR Course Assessment Calendar

CYCLE STAGE	Fall 2022	Sp 2023	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026
SLO Assessment		ASTR 210 ASTR 210L				ASTR 210 ASTR 210L			
Analyze Results & Plan Improvements			ASTR 210 ASTR 210L				ASTR 210 ASTR 210L		
Plan Implementation				ASTR 210 ASTR 210L				ASTR 210 ASTR 210L	

PHYS Course Assessment Calendar

CYCLE STAGE	Fall 2020	Sp 2021	Fall 2021	Sp 2022	Fall 2022	Sp 2023	Fall 2023	Sp 2024	Fall 2024
SLO Assessment	PHYS 205A PHYS 208AX PHYS 208BX PHYS 208A PHYS 208B	PHYS 205B PHYS 208C			PHYS 205A PHYS 208AX PHYS 208BX PHYS 208A PHYS 208B	PHYS 205B PHYS 208C			PHYS 205A PHYS 208AX PHYS 208BX PHYS 208A PHYS 208B
Analyze Results & Plan Improvements		PHYS 205A PHYS 208AX PHYS 208BX	PHYS 205B PHYS 208C			PHYS 205A PHYS 208AX PHYS 208BX	PHYS 205B PHYS 208C		

		PHYS 208A PHYS 208B				PHYS 208A PHYS 208B			
Plan Implementation		PHYS 205A	PHYS 205A PHYS 208AX PHYS 208BX PHYS 208A PHYS 208B	PHYS 205B PHYS 208C			PHYS 205A PHYS 208AX PHYS 208BX PHYS 208A PHYS 208B	PHYS 205B PHYS 208C	

PHYS Program Assessment Calendar

CYCLE STAGE	Fall 2022	Sp 2023	Fall 2023	Sp 2024	Fall 2024	Sp 2025	Fall 2025	Sp 2026	Fall 2026
SLO Assessment	PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2
Analyze Results & Plan Improvements		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5	
Plan Implementation			PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5
Post-Implementation SLO Assessment				PLO 1 PLO 2	PLO 2 PLO 3	PLO 4 PLO 5		PLO 1 PLO 2	PLO 2 PLO 3

ASTR-PHYS-CPPR-2024

Final Audit Report 2024-04-11

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