***Question Set: Physical Science, Math & Engineering***

**Engineering**

1. Not a question but a statement. Job well done in increasing enrollment and success.
2. 0% SLO, PLO work needs to be fixed. What is the plan and when will it be done?

**Geology**

FTEF: 2.1 for 2010-11, 2011-12, 2012-13. No Change.

Sections: 21 for 2010-11, 2011-12, 2012-13. No Change.

Productivity: Low trend.

1. How are you addressing the low productivity trend considering the number of FTEF has been the same?
2. The program review data report shows significant improvement in the withdrawal rate of targeted group (19 in 2012-13 vs 36 in 2011-12). However, for targeted groups, it shows an increase (30 in 2012-13 vs 22 in 2011-12). What do you think the reason is and what do you propose to lower the numbers of withdrawals and what early prevention measures have you put in place or plan to take to reduce the number of withdrawals.
3. This is a follow up on a question from 2011-2012 program review. Has the student demand for the proposed AS-T (TMC) in Geology changed? Are there currently sufficient course offerings to match CSU lower-division requirements?

**Physics**

1. Taking into considerations that both the number of sections and the FTEF increased over that of 2010-2011, how would you explain the drop in enrollment?
2. In 2010-2011, all section enrollment were over 25. However, starting Fall 2011, several sections with low enrollment were offered (a couple with 10 students), what was the justifications for keeping those sections considering there were other low enrollment sections that could have obsorbed those sections if cancelled? This trend seems to continue for 2013-2014.
3. The reduction of classes sizes were amid it increasing success rates, However the program review data shows a significant drop in success rates of both targeted and non-targeted groups. Would you please provide explainations as to why?
4. The program review data report shows significant increase is withdrawals specially in the targeted group (60 in 2010-11, 57 in 2011-12, 100 in 2012-2013). What do you think the reason is and what do you propose to lower the numbers of withdrawals and what early prevention measures have you put in place or plan to take to reduce the number of withdrawals?

**Chemistry**

Question one: “Chemistry is a bottleneck in the bio-health science pipeline…” This description is in the Dean’s Summary for 2012 and is repeated in 2013. The 2013 Dean’s summary outlined several improvements. Program Review Data is positive. Are there still wait lists for chemistry classes?

Question two: II.A.3 Chemistry, discusses Equity Gap Challenge and states that only 35% of yearly load is taught by full-time faculty. The same paragraph continues to point out that a significant portion of the department’s time is devoted to issues related to the laboratory program. How can this be resolved? Could Chemistry Lab “tasks”, “duties”, “responsibilities” be shared differently among the department staff?

Question three: How does Chemistry propose to re-structure Lab duties? Is there a need to change or re-assign duties related to the day-to-day operations of chemistry lab? Is there a need for training to learn proper and safe handling and disposal of harmful chemicals, substances, and hazardous waste?

**Astronomy**

a. Your request for a new data projector and classroom computer seems to be a reasonable request; do you have any update as to if and when you might procure this equipment?

**Meteorology**

b. Your request for a piece of equipment which will be used as an increased air monitoring capability, what is the name of this equipment and how would this be used by the students as a hands-on component in your classes?

c. You mention in your CPR that you are aggressively seeking an addition for a part-time meteorology instructor, what is the progress on this?

d. What is the progress of the installation of the AWS Weather Station, has it been installed and how has this enhanced student learning in your classes?