**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: History** | **Date** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.**  **Bill Jahnel, Chris Johnson, Michael Aguello, Matt Estes, Wendy Kinsinger, Travis Ritt** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.**  **The History Discipline is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in History including several meaningful, relevant, and transferrable electives. We support students who are pursuing transfer readiness, general education, and lifelong learning. Our goal is to create opportunities for learning in and outside of the classroom to meet these objectives and to offer ongoing mentorship for those students continuing their academic historical interests.** |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.**  **The mission of the History discipline is aligned with the mission of Palomar College through our commitment to encourage students to critically analyze and communicate information. In addition, courses in history teach students to analyze human interaction within a historical context and to think critically and communicate divergent ideas cogently and thoughtfully. These skills are necessary to transfer and to be successful in the global community.** |

**STEP I. Review and Evaluation of Year 1  
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.   
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**   **Curriculum (Step II.A. of Year 1 PRP)**   1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**   **We plan to continue offering a broad base of history courses at varying times and locations. Although our base of opperations are the American History surveys (History 101 and 102), we will also offer a strong slate of World History (History 107 and 108), History of the Americas (140 and 141) and Western Civilization (History 105 and 106). We are discussing an evolution toward and emphasis on World History offerings (a transition at many colleges and univeristies), but this has not been determined at this time. We will also continue to offer limited sections of speciality courses, such as Womens History and California History.**   1. **How did you implement and evaluate those curriculum changes?**   **We are looking closely at the schedule of offerings and the attendence for sections, especially for Western Civilization courses. Our American history offerings are strong and generally well scheduled, but we need to rework the schedule for balance and carefully watch History 105/106 attendence and offerings in comparison to History 107/108 attendence and offerings. In the recent 2014 Fall schedulings, for example, we have taken a critical look at what were a paucity of 102 offerings at the 8 am time slot and best balancing world and western civilization offerings across Escondido and the main campus. We realize there will continue to be an evolution of scheduling needs as the campus centers, north and south, begin to come online, and we are already in discussions as to how staffing and evaluations in these locations will be handled.**  **Class Scheduling (Step II.B. of Year 1 PRP)**   1. **Summarize the plans you made regarding class scheduling?**   **Due to recent budget cutbacks, we have had to cancel nearly 20% of our sections over the past five years. Because of the drastic cuts to the history schedule, we have also reduced our offerings at the satelite campuses, thereby making transfer much more difficult for our students who live far from the main campus. History seeks to replenish those lost offerings. The fall semester 2013 enrollments were down across the campus. The enrollments in our History classes also suffered, but we maintain high levels of census load. As mentioned above, we have specifically targeted some change in course schedulings, particularly an ongoing evaluation of demand for Western Civilizations versus World history in context of ongoing trends in university offerings where students may transfer. It is worth noting that our efficiency rates remain startlinly high, as we are at 102.6% census load (enrollment divided by seats), up from a "low" of 94.4% in 2007-2008, the oldest year such data has been provided to us.**     1. **How did you implement and evaluate those class scheduling changes?**   **We were able to offer a few more classes in the fall; however, some of those had to be cut due to low enrollment. We added a couple classes for the spring 2014 semester but have suffered cuts. After evalulating the data, we have been adjusting both the fall and spring schedules to make the schedule more balenced and efficient. We had some early time slots that were underserved that we areoffing an expanded class or two in the Fall of 2014 while also diminishing offerings at some 11:00 am and 12:30 pm slots where demand had weakened due to an overabundance of course offerings in that time slot. Political Science has demonstrated strong demand for courses offered in the 4:00 pm time slot, which previously history has never done; as a direct result of their empirical success, we are adding or moving some classes (one each of American and World / Western) into those slots to see if we can capture a different kind of student than those whom we have been serving in the traditional morning or late evening slots. We remain confident in our ability to tune a schedule to retain extraordinarily high census load percentages. Related to the pure scheduling evaluations, history has taken a very proactive set of steps in training future adjuncts through the taking on of interns from programs like SDICCA in order to keep high quality classrooms. We have been rigorous in our demands from our adjuncts and in the last few years have declined to rehire adjunct faculty who were not able to improve after two bad evaluations. We recognize the synergy of strong staffing as well as diverse and timely class offerings.**  **Faculty Hiring (Step II.C. of Year 1 PRP)**   1. **What faculty needs did you articulate for this discipline?**   **We sought to hire two new history faculty.**   1. **What is the current status of the plan you articulated?**   **We are in the process of hiring a new American History instructor. We greatly appreciate this opportunity to expand the full time history faculty, which will finally restore the department to its original strength in American History from where we were before we were offered a growth position that was not able to be hired a decade ago. As Professor Estes is transitioning to be an amost exclusively American Historian to keep up with the strong demand in that area, we still would like another instructor for Western/World history so the majority burden does not continue to fall solely on Professor Ritt and the adjunct staff. This is particualary true since program growth and fuller classrooms tend to chase well regarded full time faculty. We recognize this last year's declining enrollments make this somewhat less likely in the short-term future unless our class rebalancing proves more effacious. We will, however, continue to press our case.** |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)** 2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>   **$800**   1. **How were those funds spent?**   **We received a lockable cabinet which has been useful for holding some of our maps and supplies.**   1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>   **NA**   1. **Describe the impact of these funds received from IPC on:** 2. **Curriculum (courses, SLOs)**   **Auxilary maps are used in many history courses and the ability to keep expensive materials in a secure location is paramount to avoiding losses by theft or vandalism.**   1. **Number of students affected**   **Potentially hundreds.**   1. **Other**   **While the lockable cabinet does not directly affect students, it is useful to hold instructional supplies. This allows instructors the flexibility to adjust the lesson plan during the class session.In the original discussions historians had with the architects of the MD building we specifically requested storage space for these supplies as part of the departmental plan for moving to our new space, but redesigns of the plans meant these spaces did not come to fruition. Compared to the extensive cabnitry that was available across from the offices in the P building the cabinet is far "cozier" a space, but still helps keep a limited amount of supplemental historical materials available for instructors.**   1. **Describe unmet funding requests as they apply to your planning and priorities.**   **One of the key areas in which we specifically and desperately are having a squeeze in funds is the aging and in some cases decrepit state of the faculty's computer technologies. Among our full time faculty we have members who are extraordinarily tech-savvy, including previous Academic Technology Director Michael Arguello. However, the computers used to maintain stronger multimedia, web, cloud, and research technologies border on the unusable. Professor Jahnel's computer is so old that he had outstanding trouble tickets for over two years where he was unable to access email offline from either Outlook or the Mac mail program because it had so little computing power and RAM it simply crashes his computer. Blackboard extraordinary slowdowns last semester have only heightened this problem, as content creation and the ability to browse effectively is hampered by computing power that at this point seems best described by being powered by a pair of anemic and exhausted hamsters on a treadmill. In light of Professor Kinsinger's hand injury and the accomodations that the district has had to make in order to be ADA compliant, there is concern that eventually the overhead of running the voice dictation software may require a stronger computer so that she may continue to explore ways to do her work with her new limitations. Further, over a decade ago history discipline members had access to mobile computing, each member being assigned a laptop for their use in addition to office computers. As those computers became nonfunctional and were remaindered to the district, no replacements have been forthcoming. Since many of us do offsite academic research or presentations (Professor Johnson's paper on Louisiana parish poor rolls, Professor Jahnel's presentation at Berkley last semester, Professor Ritt and Arguello's travels to sites germaine for their classes), the need to have modern desktop and mobile equipment has become critical to continuing to deliver high quality historical content and being able to give prompt evaluations to students. Even this lovely form is being typed out at Professor Jahnel's home, as his office computer would like to crash in the middle of attempting to save the document or at times it would chug and hesitate between sentences that are typed. God forbid it be asked to have multiple applications open so we could access data from multiple sources.**  **Therefore, it is the request of the discipline for replacements for our aging desktops and a return to mobile computing resources for each discipline member. As this may not be capable of being done at once, and the department is FAR too familiar with the delay in implementaion of technology requests, we can give sample requests but remind the gentle reader that by time of implemention we would like the technologically MODERN equivalents of the following requests:**  **1. Modern desktop computers for all history discipline members. This would include some extra graphical power for those professors who have been more extensively adding blackboard content and stronger processing power and RAM specifically for Professor Kinsinger to run the overhead of programs to help her adjust to her new ADA requirements.**  **2. A modern computer for the adjunct office. With adjuncts from all three disciplines having to acces sone computer, the least we could do is have it be modern and have the tools so that their courses may have access to the same technologies full timers do.**  **3. Mobile computing for all full timers. Some members of the discipline have needs for content creation devices such as laptops; some members have requested the ability to work with tablet computers for quick grading, lecture notes, and integration as a sophisticated quiz control / lecture note / student feedback tool. Professor Jahnel has specifically requested a modern laptop (not an ultraportable or netbook) because "his fingers are too fat for a small notebook" and Professor Arguello has specifically requested a tablet similar to the Microsoft Surface 2 Tablet with a touch cover 2, which includes a keyboard. Again, we realize due to the delay between making budgeting requests and technology requests being fulfilled that the modern version of that may be a Microsoft Surface 14 tablet, but we definitely request the modern equivalent when fundaing becomes available.**  **4. Due to Professor Kinsinger's injury, which even with therapy is mandating long-term changes in the way she does her work, ADA compliance is necessary for her continued success in the classroom. While HR has spent time looking at the voice reognition software and ergonomic ways to redesign her office, one of the key components has been the inclusion of a student aide / worker for Professor Kinsinger. Updating the technological components in her office may help the speed of the software processing for voice recognition.**  **5. As mentioned under class scheduling, as long as the district continues to rely upon a near preponderance of adjunct staffing, there will be needs to have tools available to make sure new and continuing adjuncts meet the high expectations of Palomar College's history programs. While Professional Development and Academic Technology offer excellent types of training, there are many specific types of training the discipline would like to implement that are course or discipline specific for adjunct instructors. this would include creating an expanded and more formalized set of trainings on history resources specifically available for free or through the library to students so that we might be better able to get "bang for our buck" from the journals and databases that we already pay for; help connecting adjuncts with resrouces in the community that will aid students, such as veterans programs for students who wish to interview veterans for history papers on modern settings; connections and programs available at local museums; expanded training in SLO expectations and explaining to adjuncts the role of the discipline in meeting the objectives of the college's mission statement as related to accreditation. A development budget of some hundred dollars as a pilot program to create a phsyical booklet or PDF resource that deals specifically with historial resources would be a start, and if the training shows promise, this would become an ongoing request if we can demonstrate it adds to student success.**  **6. Since many of the history staff are expanding the use of mobile and cloud computing, the discipline would like to request site or individual licenses for some APPs, cloud services, or programs that are not currently covered by the school. The most useful of these currently would be annual subscriptions to services such as dropbox which would allow the easy transfer and long term storage of mobile data, since the school does not currently subscribe to Blackboard's content management package.** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**     * Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**    * Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**    * Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).   **Describe your analysis and observations.**  **The History program has seen in this semester similar enrollment issues that have been seen across the campus. Our enrollment, along with that of the college as a whole, has fallen to levels more indicative of numbers seen five years ago. As the economy improves and more seats are available in competing institutions, it is predictable that enrollments at our college would fall. In spite of that, our census load remains strong at over 100% (102.6%) showing a continuing demand for more of our core classes, especially in light of the series of classes cut during the last years in the recession. In History, our WSCH/FTEF not only continues to be far above 525, we continue to show extreme efficiency in number that have climbed 60 points in the ratio since 2007-2008 (from 587 to today's 647). The most troubling trend that is apparent in the data is the overreliance we have on part-time instructors. Of all the history courses taught, 60% are taught by part-time instructors. This does a great disservice to our students who need to have faculty present beyond the scheduled course hours to help them understand the difficult historic concepts or the important historical research materials available to students through the college that only full time faculty have the time and training to completely have expored. In addition, this increases the burden on full time faculty on institutional responsibilities such as SLO development and training and evaluations of part-time faculty.**  **Our course retention rates are pretty good overall. We have 91.4% and 90.5% retention in day and evening classes respectively. The distance learning course retention rate falls to 85.1%. Much of that is the misunderstanding of students regarding the rigor of an online class. Similar trends in pass rates are evident in the data. Day and evening classes are closely tied near a 2/3rds pass rate (66.3% and 65.3% respectively), whereas the distance learning classes the pass rate falls to 60.1%. Because of the ongoing challenges students face in success and retention in distance education, history has always been very conservative in its allocation of online courses, with such courses barely making up 1/5th of our total course offerings (20.97%).**  **Although history is part of many programs and degrees, including many "history and institutions" requirements, the vast majority of our students are transfer students. That is why we have very few degree awards.**  **Does this data reflect your planning, goals, and activities? If not, why?**  **The downward trend in enrollment is beyond our control; however, we will continue analyze our scheduled offerings to maximize the number of students we serve while continuing to maintain our elective programs. The main concern is the lack of full time professors in history, though the new American hire this year will redress this partially. We will continue to advocate for more full time faculty and a slow but steady addition of some electives that fit specific transfer and degree requirements along with addressing the needs of the college's commitment to diversity.**  **Our discipline's efficency remains extraordinarily high and we recognize the need to expand our scheduling to meet these needs. We have been sensitive to maintain some electives that fulfil requirements for transfer programs, particularly our Women's History class which is part of Palomar's own Women's History / Gender Studies courses but also has transfer applicability to such programs in places such as Cal State San Marcos.**  **We are maintaining a steady retention and success rate in face-to-face classes; however, our distance learning courses are not as strong. We will continue to conservatively limit our online course offerings as we find ways to meet the challenge of success in online programs while also finding dynamic ways to encourage our online students by employing different learning styles. We are investigating ways to be more effective in the distance learning environment including online tutorials and applications.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/> 2. **Summarize your SLOAC activities during the 2012-2013 academic year.**   **History as a discipline provided outcomes and assessments for the following courses: 101, 102, 105, 106, 107, 108, 130, which covers the majority of our classes in our program. We have created outcomes but not yet assessed 121, 140, 141. Our success data is strong, as seen by the following SLOAC:**  **Ability to identify as a primary source: 89.3%**  **Recognition and identification of bias: 76.9%**  **Analyze the source in its historical context: 70.4%**  **Effective expression of content: 68.2%**  **Total Assignment Score: 76.2%**  **There continue to be several deficiencies that challenge our students including analytical skills, research skills, basic writing and argumentation, and study skills. These are ongoing challenges which the History professors recognize and try to mitigate. Some of these challenges come from deficits students have in basic writing skills. Some of these are challenges from ESL students. Some students seem to have been so “trained to the test” that analytical thinking skills have clearly suffered. Also, since there is no part of early curriculum in high schools that focuses solely on research methodologies, students frequently have poor knowledge or implementation of research. Among our challenges in addressing student success outcomes, the discipline is looking at ways to share our successes with each other in a more organized fashion, including the idea of creating and updating history resource handbooks for each course.**   1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**   **The History professors have met multiple times to discuss strategies to increase student success, including a decision that began in 2012-2013 to have a discipline meeting on plenary day in order to go over what SLOs we achieved last year and what assessments full timers would do in the following year. Our goal is to have not only a regular cycle of assessments but to also have a schedule where full timers test out assessment strategies in the Fall semester and then give successful examples to gather data from adjunct assessments in the Spring. There are two main concerns that stand out. First, we do not have sufficient full time faculty. Part-time faculty are teaching the majority of the sections in History. They are often teaching at several schools and are not compensated for weekly office hours. Because of this, students are often not able to access the outside help that they require to successfully complete the learning outcomes. In additon, there is a need to use more computer applications to find creative ways to integrate student learning across different learning modalities.**   1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**   **We have been able to maintain student success in a great number of areas, but strive to see further gains in such components as analytical thinking. As part of our assessment cycle, the History Discipline realized that the "General Knowledge of History" SLO was neither easy nor meaningful to implement and discarded it in favor of developing other SLOs. We seek to create more opportunities to electronically assess our students so that implementation of the data from SLOs will be facilitated.** |
| 1. **Other Relevant Data and Information.** 2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**      1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.** |
| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)** |
| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:** 2. **Strengths**   **Our main strength is the dedication our faculty has for the students. We are a very cohesive department and are inclusive of the part-time instructors. We share many students with our colleagues in Economics and Political Science and have ongoing, meaningful conversations about student learning. We have several “hallway” lunches and discussions each semester which generate authentic reflection on our teaching. In addition, we share strategies and classroom activities readily. We have an incredible amount of efficency in our student FTES ratios. And we are proud as a department to offer a faculty-funded scholarship for students in EHPS who are transferring.**   1. **Weaknesses**   **Our main weaknesses are the need for an additional full-time faculty member in History, epsecially in World or Western History, and a desperate need for an upgrade to aging or nonexistent technology for the faculty. With Professor Kinsinger's injury, we also need to have stable yearly funding to properly support her ADA accomodations. Lack of these resources puts a tremendous amount of strain on the remaining full-time faculty to coordinate the SLOAC, evaluations, filling out laborious 20-page forms, and mentoring of SDICCA interns and part-time faculty.**   1. **Opportunities**   **We continue to expand out electives in order to strengthen our student’s’ ability to transfer and/or earn an AA degree in History. Professor Jahnel has been developing a new elective in LGBTQ History. This course will help fill out our elective offerings. Our department continues to host Political Economy days in the fall and spring semesters. Political Economy Days has grown in popularity and size. Our faculty are extraordinarily involved in a diverse range of campus life including the mentoring of student clubs, aiding students in events like Constitution Days, and working to better train the next generation of Palomar History Professors through increased discipline training for adjuncts and increased mentoring of interns.**   1. **Challenges**   **The greatest challenge that we have as a discipline is the escalating burden of time as a resource. In orer to meet out department goals history faculty volunteer extraordinary amounts of time beyond their contract expectations in order to meet increasing demands. Multiple historicans have run directed students and not a year has gone by where we do not we have at least 2-3 sections of Directed Studies, which was uncompensated. Our faculty exceed their PD hours by an eztraordinary amount. Originally at the urging of the Dean many years ago (but now on our own initiative) we have taken on interns from SDICCA and elsewhere. But the deadliest sin of them all is the escalating amount of paperwork required. The PRP process is an excellent example of the increasing workload of faculty -- these new forms have increased our worload fivefold, especially whenyou consider the number of history faculty who must review and confer on them. This is time that we did not have to help our students with their understanding of our subject or to share activities and ideas with each other. We understand that the idea for the PRP process is to promote discussion and consideration of student learning; however, the process and lengthy form actually do just the opposite. It is a contrived process that inhibits genuine reflection.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**   **For EACH goal provide the following:** | |
| **GOAL #1** | |
| **Program or discipline goal** | **Create a vibrant, technologically sophisticated, and supportive learning environment for our students.** |
| **Plans/Strategies for implementation** | **Update the aging or non-existant technological resources for full time faculty so that dynamic content creation and timely electronic implementation can occur both on site at the campus and "in the field" when presenting papers or researching.** |
| **Outcome(s) expected (qualitative/quantitative)** | **More SLOAC implementation through Blackboard and an increased ability to "crunch" data through excel from these numbers. Updated implementation of learning tools by faculty (such as a refresh and more technologically sophisticated version of "constittuion Jeopardy" that we implement to support the mandates the school must comply with every Constitution Day).** |
| **GOAL #2** | |
| **Program or discipline goal** | **Increase communitication and continue to cultivate partnerships with local and national institutions such as Mira Costa, Cal State San Marcos, and SDSU regarding History instruction.** |
| **Plans/Strategies for implementation** | **Continue to actively gain SDICCA interns and offer opportunities for graduate students or young teachers with less classroom experience to shadow a mentor professor in order to develop an excellent and well-trained future pool of adjunct and full time professors who are familiar with Palomar's standards and implementations of student learning and success. Continue hosting Political Economy days. Seek out program syllabi and implementations of speciality courses that feed into transfer cirriculum such as Women's History, California History, and LGBTQ History.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Colloboration with scholars across multiple institutions should give us some concrete syllabi examples and hopefully some SLOAC examples for these crucial transfer courses. Continue to offer and promote these transfer courses as aprt of the vibrant History Cirriculum. Examine over a 4-5 year period the numbers of Palomar-trained interns who become Palomar adjuncts to confirm that those mentored by Palomar professors before becoming hired have higher success rates than those who had not, starting with a baselien year of renewed hirings of adjuncts versus those adjuncts who received substandard evaluations from 2011-2014 (this will give a three year window in order to make sure all adjuncts were evaluated so that the numbers are meaningful.)** |
| **GOAL #3** | |
| **Program or discipline goal** | **Hire a faculty member for History who is comitted to student learning and achievement.** |
| **Plans/Strategies for implementation** | **Follow the faculty hiring priority process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **An additional full-time faculty member.** |
| **ADDITIONAL GOAL (*if needed*)** | |
| **Program or discipline goal** | **Rebalance our class offerings to encourage student accessibility and needs for transferability.** |
| **Plans/Strategies for implementation** | **Carefully over the next 3 years test and implement with new time slots for older course offerings and rebalance the types of offerings to better match the needs of students transferring in the field of history.** |
| **Outcome(s) expected (qualitative/quantitative)** | **Start offering classes at the 4pm time slot, which we have previously never done, and assess whether or not there is sufficient demand to fill these new time slots. An increase of World History classes are expected as we address the trend in 4 year Universities to diminish their emphasis on Western Civilizations and increase their profile on World History offerings.** |

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| 1. **Alignment with College Mission and Strategic Plan Goals.** 2. **How do your goals align with the Palomar College Mission?**   **Our goals align with the Palomar College mission because we seek to encourage innovations in teaching that will enable students of varying backgrounds and abilities to succeed in our transfer classes. In addtion, by reaching out to our colleagues in neighboring institutions, we can promote discussions of student learning.**   1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>   **Goal 1: Integrate and implement effective pathways, academic programs, and support services to improve student access, progress, learning, and achievement of goals.**    **This goal is directly related to our commitment to staying current on the innovations in teaching and learning. Our students relate to computer applications of concepts in addition to lecture. We also recognize that to help students achieve their goals we need to seek better ways to increase retention in online learning environments, which means trying out different types of online strategies in both the phsyical and online classrooms to see if there are tools we can better utilize to increase student retention.**  **Goal 2: Partnerships: Strengthen educational, business, and community partnerships to increase college connections and student learning experiences.**  **This goal speaks to our desire to have better communications with Mira costa and Cal State San Marcos. In addition, our ongoing dedication to Political Economy Days is continues to encourage partnerships by linking Palomar college to the community. Our commitment to SDICCA interns also speaks strongly to helping increase partnerships with local Universities and our offerings of Women's History, California History, and the eventual development of Gay and Lesbian History courses directly ties us to programs at Cal State San Marcos and nationwide. Our examination of our course offerings to be sensitive to trends in history offerings at universities by starting to emphasize World History also speaks to this goal.**  **Goal 3: Human Resources and Professional Development: Recruit, hire, and support a diverse faculty and staff who are committed to student learning and achievement.**  **Note that diversity is best served by offering classes that broaden the knowledge of other cultures. Our emphasis on moving from just Western Civilizations to World history and our inclusion of courses on underrepresented history affirms our commitment. The college's willingness to help support our faculty who have come under ADA compliance needs also speaks to the budgeting priorities we have placed since we have foundourselves in that unique situation recently. Our desire to create a better trained pool of adjuncts through active mentoring and a more inclusive set of discipline-specific trainings for our adjunct staff also points in this direction.**  **(4) Goal 4: Facilities and Infrastructure: Ensure that existing and future facilities and infrastructure support student learning, programs, and services.**  **We seek to improve the classroom environment with enhanced computer interaction to promote learning and have a creditable set of supplies available with such simple things as an expanded printing budget (which is a department goal) so as to make resources available to students. At its most basic level, giving faculty access to computers and tools that postdate the technological Pleistocene Age would certainly facilitie this goal.**   1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**   **While no one begrudges the importance of mandates from ACCJC and accreditation, the sheer person-hours expended in a near 20-page form to create the micro-level of detail seems to discourage rather than promote thoughtful examinations of program review. Perhaps some brianstorming for consolidation and ease of use might be warranted in future revisions of what we all understand is a difficult process for administration to implement.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:** |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III).  First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.   \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized. Resource requests to simply replace budget cuts from previous years will not be considered.   PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.** |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.** | **6 modern desktop computers for instructional use** | **1, 2, and 4** | **1 and 4** | **1\*** | **Most of the history staff desktops are aging in the extreme. As described in the narrative above, some simply cannot keep up with even basic functionality and others are being stressed by new demands on their hardware. As being our primary tools for interfacing with the work we do, having computers that are in some cases 7-8 years out of date makes many tasks complcaited, or, as mentioned in the case of ProfessorJahnel, even caused misery on something as simple as trying to store his email offline without it crashing. Cost mentioned is for 4 Dell OptiPlex 9020 i7-4770 as outlined on the district purchasing page and 2 Apple imac 27 inch 16 GB machines.**  **\*In terms of prioritization, all three computer equipment requests are part of one set; we would be willing to break it down into three sets of updates: 2 desktop, 2 laptop, and 2 tablets per year until all 6 faculty are upgraded. (For example, Professor Arguello's first priority would be a tablet, Professor jahnel's a desktop)** | **$11,029.32** |
| **b2.** | **6 laptop computers for instructional use** | **1, 2, and 4** | **1 and 4** | **1\*** | **The department was last able to purchase laptops for faculty use in 2008, and at that time most of the historians did not receive laptops. Most of the history facult have no mobile computing device and the laptops that are still running are on their last legs and out of warranty. It is extraordinarily important to have laptop computers to use in and out of the classroom to facilitate learning and research. While even in face to face classes we further implement online strategies such as blackboard, the ability to have portable solutions for content creation and student feedback becomes necessary. These continued stratgies may also help us figure out better ways to connect with students online so that we may transfer those lessons to the drops in retenetion we see in online-only classes.** | **$10,297.08** |
| **b3.** | **6 tablet computers for instructional use** | **1, 2, and 4** | **1 and 4** | **1\*** | **As mentioned above, portable computing allows for more immediate feedback. Tablet computers are allowing professors to bring notes and research with them on the podium and act as smart controls over classroom machines. With proper software and access, which admittedly will take development work with IT and AT, we could have smart classrooms that are not controlled by the "bunkers" but by dynamic presenattions on the tablet, which also could allow access to census rosters, permission codes, and grades for students. The cost quoted is for a combination of Microsoft Surface Tablets with the surface 2 keybaords and Apple wifi only iPads.** | **$4195.92** |
| **b4.** | **Specialized APP / cloud service Software budget for new tablets / portable devices** | **1 and 2** | **1 and 4** | **2** | **Contingent on funding of tablets mentioned above, tablet computing is still very new and the district has few “site licenses” for APPs or Cloud services that would be part of the learning process. These APPs would be individualized per instructor. Some examples can include SKITCH (an App that allows one to place maps and then draw overlays upon it), A subscription to EVERNOTE (which ties to SKITCH and offers better cross-platform collaboration), numerous PDF readers so that professors may not only read but also annotate PDF files, and / or a yearly subscription to Dropbox Pro which would allow storage and sharing of files on the cloud among electronic devices. The budget consists of $150 per faculty member for clous services / tablet APPs** | **$900** |
| **b5.** |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.** | **500 copies of the "Pocket Constitution"** | **1** | **1 and 4** | **3** | **The History Discipline has been in the forefront ofsupporting state mandates for the college in implementing Constitution Day at the college. However, our supply of Pocket Constitutions that we give out to students has been rapidly dwindling. In bulk, the pocket constitutions (with shipping) can be dropped to $1.10 each in quantities of 500-999 (see https://www.constitutionfacts.com/us-pocket-constitution/)** | **$550.00** |
| **c2.** |  |  |  |  |  |  |
| **c3.** |  |  |  |  |  |  |
| **c4.** |  |  |  |  |  |  |
| **c5.** |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.** | **Funding to create a first draft of a PDF / web page for expanded Adjunct training in history teaching and research resources** | **1 and 3** | **1, 3 and 4** | **4** | **As part of a plant o expand our quality of adjunct teaching, the history discipline would like to craft a discipline-specific set of resources as an "adjunct handbook" that goes into resources, expectations, sample SLOs, and definitions to consolidate commonly asked questions of new and returning faculty. Recognizing the expansion to distance centers in the future, we wish to be proactive in creating new training materials. We would begin modestly byfunding a stipend for designing a handbook for one course and if successful eventually create a handbook for all courses that we offer that adjuncts would teach.** | **$400** |
| **d2.** |  |  |  |  |  |  |
| **d3.** |  |  |  |  |  |  |
| **d4.** |  |  |  |  |  |  |
| **d5.** |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.** |  |  |  |  |  |  |
| **e2.** |  |  |  |  |  |  |
| **e3.** |  |  |  |  |  |  |
| **e4.** |  |  |  |  |  |  |
| **e5.** |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe**  **Resource**  **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.**  **(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**