2009-2010 Instructional Program Review and Planning Supplemental Form

Please complete this form for each priority you identified in the 2008-2009 progress report (review these at http://www.palomar.edu/irp/IPRPSupplementalReport.htm). Please list at the end of this form the faculty and staff who participate in this report. Forward (1) a hard copy to Instructional Services and (2) email a Microsoft Word copy to jdecker@palomar.edu no later than 3/05/2010.

Department Economics, History, Political Science	Department Priority # 1	☐ **No funding/resources are being requested**
Program/Discipline: History	**Program/Discipline Priority # FOR 2010-2011: 1**	

To establish a priority, use the current Program Review and Planning (PRP) document submitted Spring 2009 (posted at http://www.palomar.edu/irp/IPRPSupplementalReport.htm) for this program or discipline. Identify from Box #2 in the PRP a priority for the upcoming academic year or develop a priority based on the data analysis discussed in Box #2.

*2. Data Analysis (restate or summarize the data analysis from the PRP):
Data suggests that WSCH and FETES are sistained in the face of the loss of three full time positions. Three replacements are needed.

*3.a/b. Describe your goal (priority) based on data analysis from the PRP:
To enhance the student learning experience with two full-time history faculty to reestablish our previous levels and diversity and to reduce dependency on adjuncts.

Resources requested: Identify all the resources you are requesting to support the implementation of this priority. These resources would be additional funding needed beyond what is already provided to the discipline through the base resource allocation process.	Describe the resource(s) requested	Cite page(s) that provide rationale for this priority request	Estimated Amount of Funding Requested	New, one-time funding	New, on-going funding
*4.a. Equipment – Per unit cost is ≥$500 (microscopes, table saw, etc.)					
*4.a. Technology (computers, data projectors, document readers, etc.)					
*4.b. Budget for 4000s - Per unit cost is ≤$500 (supplies)					
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.					
*4.c. Facilities					
*4.d. Faculty position	**Three full-time history positions for U.S., World History/Western Civilization.**	**IRP page 1, block #2.**			
*4.e. Classified staff position (contract)					
*4.e. Classified staff position (hourly)					
			TOTAL		

*Numbering parallels sections in original Program Review and Planning document
Program Review and Planning Supplemental 2009-2010 Form Updated with IPC input 1.28.10
Reviewed by SPC on 02/02/2010

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How will you evaluate whether or not you have met your goal/priority with the requested resources?
If we have increased our FTEF and reduced our dependency on adjuncts.

What evidence will you provide to reflect the impact these resources had on student learning?
Full-time faculty will have more general time and office hours for the students and will increase retention rates and success rates.

*5. Strategic Plan goal or objective addressed by this priority:	Course(s) & SLO(s) addressed by this priority: http://www.curricunet.com/Palomar/	Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline):
http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf **Provide exemplary teaching and learning environments. Increase diversity in the Palomar College faculty.**	**SLOs for History 101/102, 105/106, and 107/108 will be improved by more effective assessments based upon the mandatory involvement of full-time faculty verses the voluntary involvement of adjuncts (who have largely been willing to participate to some degree). Having more full-time instructors will allow us to more effectively gather data, analyze the data, and respond to the data to improve instruction in the necessary manner.**	http://www.curricunet.com/Palomar/ **History does not have a certificate or specific degree.**

6. Reflect on the progress your discipline and/or department is making on defining, implementing, and assessing course, program, GE/Institutional level SLOs. What have been the benefits and what have been the challenges?
We have completed SLO assessment cycles for history writing for History 101, 102, 105, 106, 107, 121. We have had widespread faculty participation in creating the SLOs and conducting the assessment cycle. We have not had 100% partipation and it has been a challenge to get all faculty involved. We have had an extraordinary (for this discipline) interaction and discussion concerning the SLOs and assessment. We have gained a much enhanced view of just how individual faculty deal with history writing and have had significant sharing of materials and ideas. We have gained a much better perspective of how our students perform in writing and have discovered areas of writing that we instructors need to emphasize and reinforce.

Individuals completing this Program Review and Planning Supplemental document:

Name(s):	Signatures:	Date:
Chris Johnson		
Matt Estes		
Michael Arguello		

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