

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 idecker@palomar.edu no later than 3/05/2010.

Department Economics, History, Political Science	Department Priority # 4	<input type="checkbox"/> No funding/resources are being requested
Program/Discipline: History		Program/Discipline Priority # FOR 2010-2011: 3

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 sustained and suggest growth in printing and supply budgets.					
*3.a/b. Describe your goal (priority) based on data analysis from the PRP: To enhance the student learning experience by providing printing and necessary supplies for effective teaching.					
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)	Hist: \$1486 + 25%.	4b	Hist: \$1857		X
*4.b. Budget for 5000s – Printing, maintenance agreements, software license, accreditation fees, etc.	Hist: \$5460 +25%.	4b	Hist: \$6825		X
*4.c. Facilities					
*4.d. Faculty position					
*4.e. Classified staff position (contract)					
*4.e. Classified staff position (hourly)					
			TOTAL		
			\$8,682		

*Numbering parallels sections in original Program Review and Planning document
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How will you evaluate whether or not you have met your goal/priority with the requested resources?
 If we see our supply and printing budgets return to pre-cut levels.

What evidence will you provide to reflect the impact these resources had on student learning?
 We have been very frugal with our budgets, but it has meant cutting back on supplying students with basic educational materials. We wish to supply students with the necessary tools to increase retention rates and success rates.

<p>*5. Strategic Plan goal or objective addressed by this priority: http://www.palomar.edu/strategicplanning/Strategic%20Plan%202009/Strategic%20Plan%202009_book%20as%20printed.pdf</p> <p>Provide exemplary teaching and learning environments.</p>	<p>Course(s) & SLO(s) addressed by this priority: http://www.curricunet.com/Palomar/</p> <p>SLOs for all Economics, History, and POSC classes will be effected. Will allow us to more effectively gather data, analyze the data, and respond to the data to improve instruction in the necessary manner.</p>	<p>Program(s) and SLO(s) addressed by this priority (program is defined as a certificate, degree, or discipline): http://www.curricunet.com/Palomar/</p> <p>History does not have a certificate or specific degree.</p>
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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% participation 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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