

Merritt College

2017-2018 Annual Program Update Geology

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

Headcount by Gender	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
Headcount by Race/Ethnicity				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
Headcount by Age				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
Total Headcount	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
Female	78%	66%	79%	70%
Male	78%	65%	79%	68%
Unknown/Unreported	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
American Indian	83%	77%	74%	60%
Asian	83%	76%	84%	78%
Black / African American	73%	57%	74%	60%
Hispanic / Latino	76%	65%	80%	70%
Pacific Islander	79%	69%	80%	74%
Two or More	77%	65%	78%	66%
Unknown / NR	82%	69%	83%	72%
White	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
Under 16	82%	82%	94%	89%
16-18	78%	65%	82%	74%
19-24	75%	62%	76%	65%
25-29	77%	66%	79%	70%
30-34	82%	71%	81%	71%
35-54	81%	70%	82%	74%
55-64	83%	71%	85%	73%
65 & Above	84%	78%	85%	72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:
<http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Physical Geology

Date: October 6, 2017

Program Type (circle or highlight one): **Instructional** **Non-Instructional** **Student Services or Special Programs** **Administrative Unit**

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The mission of Geology Program at Merritt College is to teach students about the evolution of the earth and foster in them an appreciation and understanding of the processes that created and has changed the Earth over time. Student mastery is demonstrated in their ability to think and write critically about the Earth in a capstone report.

Date of Last Comprehensive Program Review: 10/5/15

Date of Comprehensive Program Review Validation: 2/4/16

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.	Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)	Progress on Goal (indicate date next to the appropriate status for the goal)	Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed : How did you evaluate or determine the outcome ? If your goal is ongoing : What is your measure and target ? If your goal is new or revised : What is your measure and target ?)
<i>Assessment</i> Improve and enhance behavior modification activity sheet. This activity allows students to monitor their behavior and hold them accountable to behaviors they stated that would engage in during the course.	1. PCCD Goal: A,B 2. Merritt Goal: A,B	Completed: _____ (date) Revised/New: _____ (date) Ongoing: 2015-2018 (date) Add completion dates	Daily review of syllabus and report rubric with a reminder of behaviors needed to succeed in the course. A detailed rubric with sample paragraphs given and reviewed every class period. Daily reminders that students are brilliant and behavior prevents that brilliance from shining. Activity sheets given and discussed with students. Add language that can make this a measurable goal. i.e. Review current activity sheet / results, Feb 2018 modify activity sheet March 2018 assess new activity sheet during Sept 2018
<i>Curriculum (if applicable)</i> Attend Department meeting for different programs and seek input on how to incorporate their curricula into Geography. Improve alignment of Geography with other courses.	1. PCCD Goal: __C 2. Merritt Goal __C_	Completed: _____ (date) Revised: _____ (date) Ongoing: _2015-2018 (date) New Goal _____ (current date)	Natural Hazard Report (80% of student grade) includes report section with an emphasis on the following programs: Basic writing and math, Real Estate, Psychology, and computer literacy.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Instruction (if applicable)</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)</p>	
<p><i>Student Success and Student Equity Improve Natural Hazard Report by making it more relevant to student lives.</i></p>	<p>1. PCCD Goal: A 2. Merritt Goal A</p>	<p>Completed: _____ (date) Revised: _____ (date) Ongoing: __2016-2018_____ (date) New Goal _____ (current date)</p>	<p>Revised Natural Hazard Report Rubric, and provide sample paragraphs and basic computational analysis. Add projected completion date: May 2018?</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships Develop activities with others to increase student enrollment and create a more interdisciplinary course.</i></p>	<p>1. PCCD Goal: D 2. Merritt Goal D</p>	<p>Completed: _____ (date) Revised: _____ (date) Ongoing: __2016-2018_____ (date) New Goal _____ (current date)</p>	<p>Speak with other geology faculty at different colleges about how they teach their geography students, and speak with Real Estate and Psychology faculty about how to incorporate their fields into Geology add projected date: March 2018?</p>
<p><i>Other Goals</i></p>	<p>1. PCCD Goal: _____ 2. Merritt Goal _____</p>	<p>Completed: _____ (date) Revised: _____ (date) Ongoing: __2016-2018_____ (date) New Goal _____ (current date)</p>	

III. Data Trend Analysis

Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.

Student Enrollment Demographics: (Copy/paste enrollment tables from data file)

# Enrollments Ethnicity								# Enrollments Low Income				# Enrollments DSPS Status		
Term	American Indian	Asian	Black / African American	Hispanic / Latino	Two or More	Unknown / NR	White	Term	Not Low Income	Undetermined	Low Income	Term	DSPS Student	Non DSPS Students
Spring 2014		6	14	20	4	3	4	Spring 2014	9		20	Spring 2014	4	25
Fall 2014	1	3	17	13	1	3	4	Fall 2014	8	4		Fall 2014	3	32
Spring 2015		1	18	8	3	4	6	Spring 2015	10	2	17	Spring 2015	2	27
Fall 2015		2	14	8	1	1	3	Fall 2015	3	2	17	Fall 2015	1	21
Spring 2016		2	14	4	3	3	3	Spring 2016	2	20	1	Spring 2016	2	21
Fall 2016		8	5	4	2	3	7	Fall 2016	3	16	6	Fall 2016	2	23
Spring 2017		3	6	13	1		9	Spring 2017	2	15	4	Spring 2017	1	20

# Enrollments Age Range								# Enrollments Veteran Student			# Enrollments Foster Youth		
Term	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Term	Non Veterans	Veterans	Term	Not Foster Youth	Foster Youth
Spring 2014	2	17	4	2	2	2		Spring 2014	27	2	Spring 2014	29	
Fall 2014	2	17	5	4	7			Fall 2014	33		Fall 2014	35	
Spring 2015	1	14	6	3	3	1	1	Spring 2015	28		Spring 2015	29	
Fall 2015	2	9	5	2	2	2		Fall 2015	19		Fall 2015	22	
Spring 2016	2	11	2	6	2			Spring 2016	22	1	Spring 2016	21	2
Fall 2016	1	15	3	3	1	2		Fall 2016	25		Fall 2016	25	
Spring 2017	1	11	4	1	4			Spring 2017	21		Spring 2017	21	

- 1. What changes have occurred in enrollment since 2015-2016 program review?** According to the ethnicity data, there is a significant drop in African-American students from 18 to 5 (72% decrease), while there was an increase in Hispanic students from 4 to 8 (50% increase), and White students have been steadily increasing for 3 to 7 (50% increase). Most students enrolled are not low income, and there was a slight increase in DSPS students from 1 to 2. The age distribution of students has not changed with 50% between the ages of 19-24 with an increase in 35 to 45-year-olds. Two foster youths enrolled in Spring 2016, and the highest number of veterans enrolled in Fall 2015.

Course Sections and Productivity: (Copy/paste tables from data file)

Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
2	11.67	1	22.22	2	8.06	1	16.11	1	16.11	1	17.78
2	11.67	1	22.22	2	8.06	1	16.11	1	16.11	1	17.78

1. Please comment on changes that have occurred in productivity since the 2015-2016 program review. (e.g. increase, decrease or no change) Fall productivity number for this course are lower than they were for Spring 2015 but are higher than they were for Fall 2015.

Student Success: (copy/paste the course retention and course (successful) completion tables)

Course Descriptor	Retention %							Success %						
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
INTRO PHYS GEOLOGY	78%	86%	78%	86%	66%	59%	63%	59%	74%	68%	76%	66%	59%	63%
Rates by Subject and 1	78%	86%	78%	86%	66%	59%	63%	59%	74%	68%	76%	66%	59%	63%

1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

Student Retention and Success have not changed much.

2. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPS, Low Income, Foster Youth and Veterans)

This increase student retention and success can be due to fewer low income students and more working students. The working student may need to drop a class because of work.

Student Success in Distance Education/Hybrid classes versus face-to-face classes: (copy/paste the Distance Ed retention and course completion data here.)

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Create critical thinking exercises based on the analysis of rocks and minerals	x			Improved student critical thinking, and writing skills.	X	x		x	x	x
Assess annually a minimum of 1 SLO per regularly taught course		x		In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure students engagement in experiences that enhance learning and student success.	x	x		x	x	x
Improve delivery of lecture and create activities that allow students to monitor their classroom behavior and improved writing skills.	x	x		Embeds basic skills development and make students aware of unconscious classroom behaviors.	x	x			x	x

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the

student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).

- a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College’s Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

A challenge I face is students not understanding how to write a data-rich paragraph that synthesizes data from a variety of sources. I've created classroom worksheets to help students critically review data and write data-dense paragraphs. This activity has helped Basic Skills English students the most. I've decided the best way to measure my success is to have an English instructor review a sample of my student's work at the beginning and end of the course, to determine if there have been improvements.

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Under developed critical thinking skills	Increase data analysis and synthesis in classroom assignments. Indicate how data analysis will be weaved into the assignment. Add timeline for completion. Also include a way to measure this. i.e.	African American and Hispanic/Latinos	Students will learn how to critically analyze and synthesize data from a variety of sources.	SSSP and Equity Plan – Access for African Americans and Latinos

	Add 1 data set to assignment #2 homework and assess critical thinking			
Under developed writing skills	Expand and add more writing to the Natural Hazard Report Indicate how the writing will be added to the report. Add timeline for completion and to review	African American, Asian, and Hispanic/Latinos	Students will learn how to assess data and write concise evaluations of data	Students will learn how to assess data and write concise evaluations of data

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Please report on the outcomes from 2016-2017 funding.

<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>	No			
<u>SSSP Plan</u>	No			
<u>Basic Skills Plan</u>	No			
<u>Strong Workforce</u>	No			

V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
<i>Geol - 12</i>	<i>Environmental Geology</i>		X	
<i>Geol 1</i>	<i>Physical Geology</i>			x
<i>Geol 21</i>	<i>Bay Area Field Studies</i>			x

Program Type	Program Name	2018-2019	2019-2020	2020-2021

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
<i>Geol 1/Geology</i>	<i>Learn name of rocks and minerals</i>	<i>Improved understanding of geologic processes and applications in the real world.</i>	<i>Creating and improving activity sheets and homework assignments</i> <i>Try to identify more specific changes to include. i.e. including a new graph on activity sheet; review and assess the impact on critical thinking on exams</i>	<i>In progress</i> <i>March 2018 (homework 2 and exam 2)</i>

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1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue? Students evaluate classroom instruction, and the quality and usefulness of the activity sheets monthly. The only evidence of this dialogue is student improvement over the course of the semester.
Plan to visit other Geology departments within the district at least 1 time during the spring 2018 term. This could be done during district discipline meetings on FLEX days.
2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			
Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests **not covered by current budget**, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Signatures

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date