Merritt College
2017-2018 Annual Program Update Template

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

	Fall 2016		Spring 2017	
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%

Distance Education

Retention and Success by Distance Ed	Fall 2016		Spring 2017	
	Retention %	Success %	Retention %	Success %
100% online	70%	62%	74%	59%
Hybrid	69%	53%	74%	61%
Face to Face	80%	69%	81%	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: History

Date: 10-22-2017

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 of History classes at Merritt introduces students to the richness and complexity of the human experience through a curriculum that covers all major geographic areas and time periods, and emphasizes both the unity of that experience and the diversity resulting from such factors as cultural, social, and gender differences. Historical instruction seeks to develop not only knowledge of the past, but also an appreciation of history as an intellectual discipline that employs a wide variety of scholarly methodologies in its effort to understand that past. Students are taught to think and work as historians: to read critically and analytically both primary and secondary sources, to appreciate the complexity of historical issues and multiplicity of historical views, and to investigate a historical question or problem and communicate the results of that investigation. As new technologies inundate US society, the program aims to incorporate new sources of information in the WNET, as well tech

students to navigate, select and use history as a central analytical tool to navigate and reflect upon this new source of information.

Date of Last Comprehensive Program Review: April 19, 2016

Date of Comprehensive Program Review Validation:

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**?)
Assessment Goal 1:· Goal 1: Review of on-line teaching effectiveness, review Hybrid model	1. PCCD Goal:_____ Goal Build a Program of distinction Student Success: Develop an innovative student success program at each college 2. Merritt Goal_____ GOAL Communication	Completed: _____ (date) Revised/New: _____ (date) Ongoing: Progress on Goal 1. is ongoing; this program is presently up to date on assessment 2017____(date)	The goal was completed outcomes were input into our system and listed in the course syllabus:
Curriculum (if applicable)	1. PCCD Goal:_____. 2. Merritt Goal___	Completed: _____ (date) Revised/New: _____ (date) Ongoing: ___ _____ (date)	
Instruction (if applicable) . Instruction: add new full-time faculty, The History Department has lost its full time	1. PCCD Goal:_____ Goal 3. Instruction: add new full-time faculty, 2, offer more History sections and will advance institutional	Completed: _____ (date) Revised/New: _____ (date)	

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**?)
tenured faculty lead, this is a primary goal fo rthe area.	goals of Building Programs of Distinction 2. Merritt Goal__ GOAL 1: Create an environment of exceptional student access, equity and success. GOAL 3: Create and Implement effective and innovative programs that meet the diverse needs of our community.	Ongoing: Progress . Presently the hiring of a new full-time faculty member is pending.	This is an on-going goal that will be focused upon in 2018 as well.
Student Success and Student Equity	1. PCCD Goal: 2. Merritt Goal:	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	
Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	

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**?)
Other Goals	1. PCCD Goal:_____ 2. Merritt Goal_____	Completed: _____ (date) Revised/New: _____ (date) Ongoing: _____ (date)	

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:
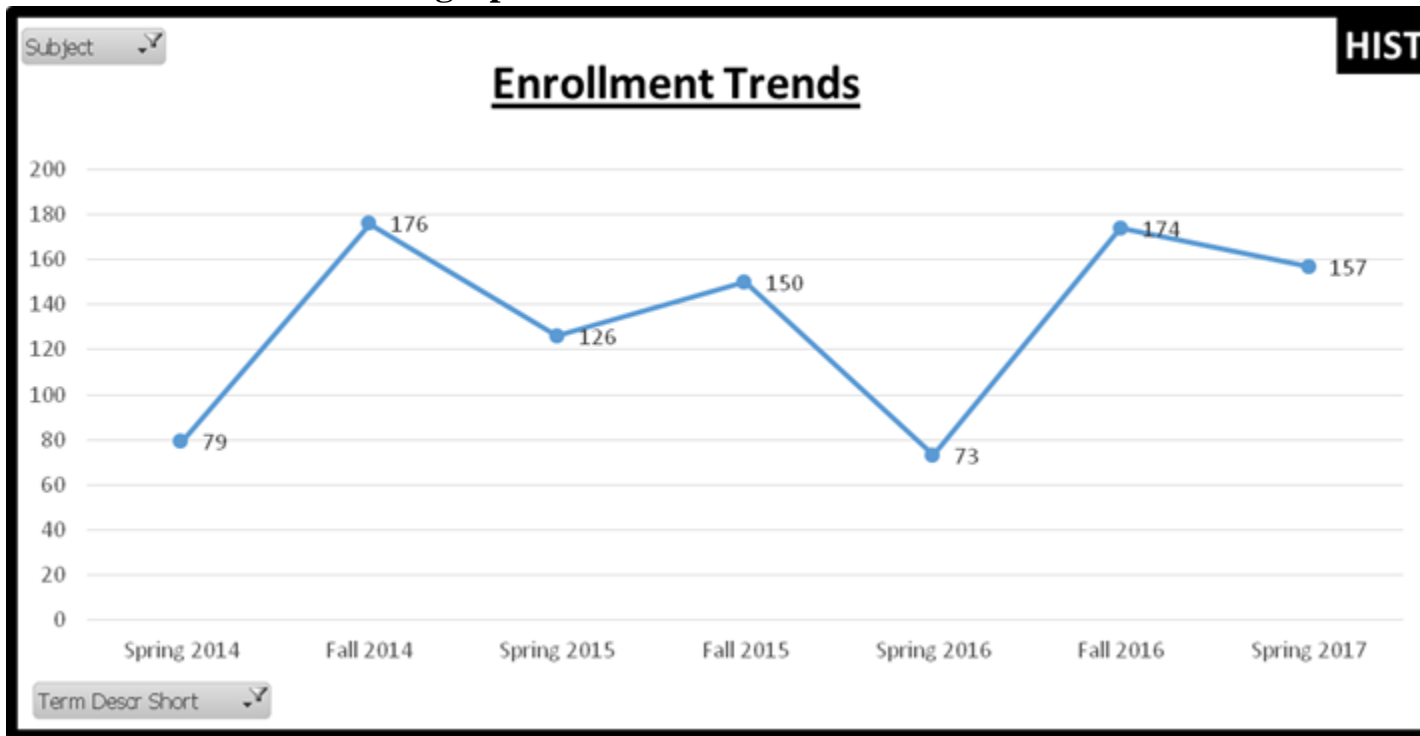
1. **What changes have occurred in enrollment since 2015-2016 program review? The most noticeable change from 2015-2016 Is the clear fall in student over-all enrollment in the program. We attribute this to the void left behind by departing Tenured Faculty member who was vital in building the department.**

Course Sections and Productivity:

Subject	HIST

Course	TERM															
	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017	
	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.
7A HIST/U.S. TO 1877	1	21.50	2	13.00	2	19.00	2	18.00	1	21.50	2	21.25	3	20.00
7B HIST/U.S. SINCE 1865	1	18.00	3	16.17	2	12.50	2	19.50	1	15.00	2	21.75	1	18.50
Total Sections and Productivity by Subject and Term	2	19.75	5	14.58	4	15.75	4	18.75	2	18.25	4	21.50	4	19.63

Subject

EMT
ENGL
ENVMT
ESL
FISCI
GEOG
GEOL
HIST

Notes | Enrollment Demographics Graphs | Success and Retention Pivots | Sections and Productivity Table | Enrollment Demographics Tables

Comments

Post a comment to start a discussion.
@Mention someone to notify them.

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change) Productivity has in all sections deviating slightly a few percentage points. However, History offering are limited mostly to 7a and 7b. The program is in a holding pattern at this time.

Student Success:

Course Success Rate by Term

Course Retention Rate by Term HIST
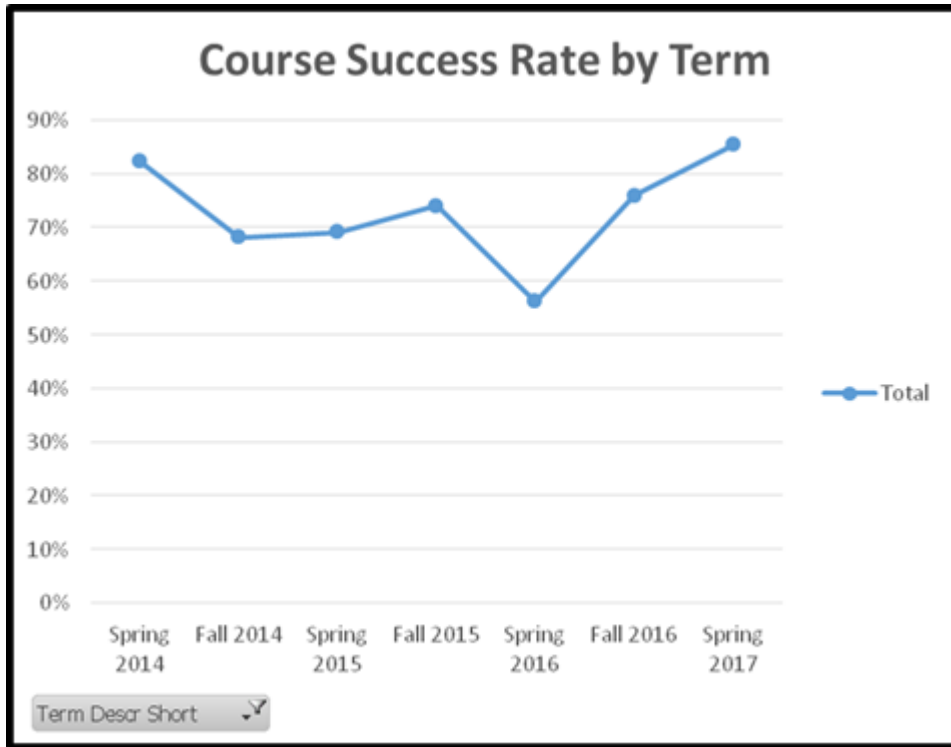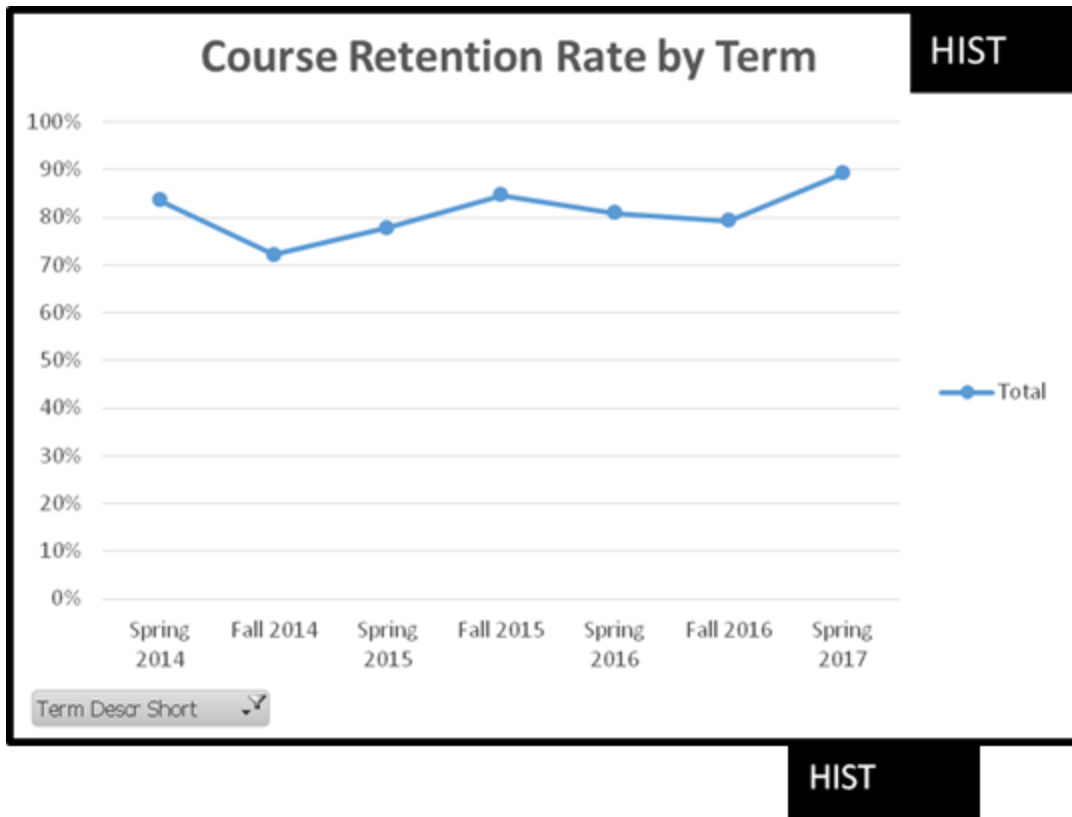
HIST

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

   Retention and success numbers seem to be doing well despite the lack of leadership in the History Department, that is mostly due to the hiring of skilled adjunct faculty, monitoring by the Dean and the Department Chair.

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)**

   The data does not indicate any achievement gaps in the disaggregated enrollment, retention and successful course completion data, the numbers have remained consistent with a few percentage points.

	Youth	84%	73%	77%	85%	81%	79%	89%	82%	69%	69%
	Foster Youth Status		0%	100%			100%	100%		0%	50%

Subject HIST

Retention and Success Rates by Veteran Status

	Term Retention %							Success %		
Veteran Satau	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Spring 2014	Fall 2014	Spring 20…
Not Veterans	83%	72%	78%	84%	80%	79%	90%	82%	68%	69%
Veterans	100%	80%		100%	100%	100%	67%	100%	80%	

Subject HIST

Retention and Success of Online vs. Hybrid Vs. Face to Face Classes

	Term Retention %													Success %												
	Spring 2014	Fall 2014		Spring 2015		Fall 2015		Sprig 2016		Fall 2016		Spring 2017		Spring 2014	Fall 2014		Spring 2015		Fall 2015		Sprig 2016		Fall 2016		Spring 2017	
Row Labels	Face to Face	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid	Face to Face	Hybrid
HIST/U.S. SINCE 1865	83%	70%	82%	95%	93%	83%	89%	87%	67%	90%			95%	81%	63%	82%	86%	89%	59%	86%	50%	54%	90%			95%
HIST/U.S. TO 1877	84%	74%	66%	79%	54%	72%	94%	77%	73%	84%		85%	89%	84%	74%	60%	64%	51%	56%	94%	60%	70%	84%		70%	89%
Grand Total	84%	72%	73%	85%	71%	78%	92%	81%	70%	87%		85%	91%	82%	67%	70%	72%	67%	57%	92%	56%	62%	87%		70%	91%

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

1. **Describe any difference in the Retention and Success of face-to-face and distance education courses. The success gap between on-line and face to face classes has widened dramatically since 2015-2016. For a number of years we had a greater on-line presence in History. For 2018 we will be looking to strengthen out Face to Face offerings.**

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)
Example*: Expand counseling COUN course delivery option to include hybrid and/or online course. (from 15-16 Program Review)*	x		x	*The Objective of these activities is to provide student with more options and increase enrollment. Offering courses at the high school also strengthens partnerships with the high schools and can build a pipeline from the HS to Merritt to improve HS to college transition and student success.*	X	x				

			Activities and Rationale						
Assessment: continue SLO assessment cycle	X	X	continue SLO assessment for all History courses in a timely manner within the prescribed cycle	X	X				
Instruction: add new full-time faculty.	X	X	Faculty will develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer as well as help support student Success and Retention.	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).

As a program we are focusing on a systemic problem, the cost of text books and the challenge faced when 50% of the class has failed to purchase the required text. Providing open educational resources speaks directly access and successful course completion.

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)	Math Course Completion	English Course Completion	Fall to Spring Retention	Basic Skills BS Math Course Completion	BS English Course Completion	BS ESL Course Completion	Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
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)

The data does not indicate a massive or statistically important deviation based on any population that would warrant an activity or intervention at this time

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.				
Problem, Achievement Gap or Observation (data)	**Activity/Intervention**	**Target Student Population**	**Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)**	**Relevant College Equity/SSSP/BS Goal**
Example: Lack of program diversity	*Looking at diversity partnering with Oakland unified for pathways*	*African American and Hispanic/Latinos*	*Increase headcount/enrollment of these populations*	*SSSP and Equity Plan – Access for African Americans and Latinos*

    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? N/A**

Please report on the outcomes from 2016-2017 funding.				
Plan	**What was funded?**	**Was this part of a larger activity or initiative?**	**What need did this address?**	**What measurable outcome resulted in this funding?**
Student Equity Plan				
SSSP Plan				
Basic Skills Plan				
Strong Workforce				

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
Examples: ART 1	*Introduction to Art History*	*X*		
ART 4	*History of Modern Art*		*Deactivate*	
ART 7	*History of African-American Art*			*Reactivate*

Program Type	Program Name	2018-2019	2019-2020	2020-2021
Hist7A	HIST 007A HISTORY OF THE UNITED STATES TO 1877	X		
Hist7B	HIST 007B HISTORY OF THE UNITED STATES SINCE 1865	X		

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			
Hist 7B	Write essays and short responses that effectively analyze complex historical issues in the history of	Comparison of the Pretest to the Final Exam work is pending. However, presently the overall student assessment seem to indicate that the majority of students are between 75% and 98%	None at this time	ongoing

	the nation from The Civil War to the present.	based on midterm assessment and essay submissions with regard to this outcome.		
Hist 7B	Analyze US History from the Civil War to the present in relation to economic, cultural, and political power relations	Comparison of the Pretest to the Final Exam work is pending. However, presently the overall student assessment seem to indicate that the majority of students are between 75% and 98% based on midterm assessment and essay submissions with regard to this outcome.	None at this time	ongoing
Hist 7B	Compare and contrast the role of different communities in US society in forming and shaping past and present social, cultural and political relations.	Comparison of the Pretest to the Final Exam work is pending. However, presently the overall student assessment seem to indicate that the majority of students are between 75% and 98% based on midterm assessment and essay submissions with regard to this outcome.	None at this time	Ongoing

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? Presently very little meaningful discussion has taken place regarding the program due to the lack of a consistant leadership presence in the History Department.
2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September). We will be assessing all courses in the psychology department in the fall of 2018

   a. Fall 2018 assessment will include History 7A

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:

	This Academic Year	Previous Academic Year (s)	Explanation of Changes
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 documents 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) **New History Faculty Hire**	Dollar Amount **56-70K**	Already Requested in Recent Program Review or APU? **no**	What Program Goal does this request align to? **(cut and paste from section II)** *Instruction (if applicable)* Goal 3. Instruction: add new full-time faculty, A greater variety of History courses/sections	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.) **This goal is aimed at increasing student retention and success and program development.**	How will this resource contribute to student success? (1-3 sentences) **Program support and development, retention, success.**

*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?	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)

		(yes/no)			

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?	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)

		(yes/no)			

Signatures

Discipline, Department or Program Chair

_____   _____   _____

Print name   *Signature*   *Date*

Dean

_____   _____   _____

Print name   *Signature*   *Date*