**Instructions**: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. The third column is where you can input your data/responses at this time. You will be able to copy and paste or type in your information from the third column directly into the TracDat boxes. Save this Word doc in the following format: sp2016apru\_deptname. Last steps: ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Upload a copy of this document into the Trac Dat, “Documents file”. Also upload the Program Review Data sheet(s). If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: [papemary@fhda.edu](mailto:pappemary@fhda.edu).

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

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|  | **Information Requested** | **Explanation of Information Requested.**  **? TracDat Help button will reveal the same cues (sorry no hyperlinks)** | **Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.** |
|  | **Program Description** |  |  |
|  | Department Name: |  | History |
|  | Program Mission Statement: | “What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies”? (<http://www.deanza.edu/about/missionandvalues.html>) | The History department offers a variety of lower division courses in many subfields within the discipline that meet De Anza G.E. requirements and are CSU and UC transferable. Students develop critical thinking skills and use secondary and primary sources to analyze the human condition within the context of various cultures, civilizations, and time periods. |
| I.A.1 | What is the Primary Focus of Your Program? | Select Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment |
| I.B.1 | # Certificates of Achievement Awarded | If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to:  <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. |  |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html> .  Leave blank if not applicable to your program. |  |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | List Associate Degree Transfer awarded by you department during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program. | 4 |
| I.B.4 | # AA and/or AS Degrees Awarded: | If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to <http://deanza.fhda.edu/ir/AwardsbyDivision.html>  Leave blank if not applicable to your program |  |
| I.C.1 | CTE Programs: Impact of External Trends | Career Technical Education (CTE) programs: provide regional, state, and labor market data, employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforceed/ged/  Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans. | NA |
| I.C.2 | CTE Programs: Advisory Board Input: | Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions. | NA |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html> . | 5.4 |
| I.E.2 | # Student Employees | State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program |  |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | Compare the changes in % of FT and PT faculty teaching in your department?  0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. <http://deanza.fhda.edu/ir/program-review.14-15.html>. | 1.4 % |
| I.E.4 | # Staff Employees | State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program. |  |
|  | **Enrollment** |  |  |
| II.A.1 | Enrollment Trends | What significant changes in enrollment have you seen in the last three years? Refer to <http://deanza.fhda.edu/ir/program-review.14-15.html> | History department enrollment was:  2014-2015  ----  6,162  2013-2014  ----  6,190  2012-2013  ----  6,548  2011-2012  ----  6,535  2010-2011  ----  6,396 |
| II.B.1 | Overall Success Rate | What significant changes in student success rates have you seen in the last three years? | There has been an increase of 1% in the overall success rate in history courses, from 66%  (in 2012-13),  to  67%  (in 2014-15). |
| II.B.2 | Plan if Success Rate of Program is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  If course success rates in your program fall below 60%, what are the department’s plans to bring course success rates up to this level? Leave blank if N/A. |  |
| II.C | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.) | The loss of the materials fee  (for the printing of classroom materials) has contributed to an increasing DIGITAL DIVIDE for students who are without resources to print such materials (e.g., syllabi, reading handouts, instructions for assignments, etc.) which faculty now have to send by email (PDF) or post online, rather than distribute in class as we used to.  This DIGITAL DIVIDE further exacerbates the situation of the most vulnerable targeted populations who often have the least resources to print classroom materials; this is an equity issue.  In addition, there will HAVE to be a photocopying budget for exams, which, of course, cannot be placed online for obvious reasons related to academic integrity; the college is arguably obligated to provide photocopying of exams and other necessary academic materials in order to achieve its student learning outcomes.  There are also concerns about the recent campus-wide administrative effort by the Office of Instruction to UN-cross-list courses, which could negatively affect enrollment. In fact, the history department has already seen a decline in enrollment and a loss of several class sections for World History courses since those courses were UN-cross-listed a few years ago. With the more recent administrative effort to UN-cross-list additional courses, such as Women's History (housed in SSH), and African History, Asian History, Latin American History, and African American History (housed in ICS), the history department co-chairs have expressed concerns about enrollment for these courses as well, if UN-cross-listing were to be implemented. |
|  | **Equity** |  |  |
| III.A | Growth and Decline of Targeted Student Populations | Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.fhda.edu/ir/program-review.14-15.html ) | Despite the decline in enrollment overall in history courses (and this decline has occurred at the college as a whole as well), there has been an increase in the enrollment of Latino/Latina students in history courses, from  1,713  (in 2012-13),  to  1,855  (in 2014-15), which has paralleled a similar increase at the college as a whole.  The number of Pacific Islander students enrolled in history courses also increased from  63  (in 2012-13),  to  76  (in 2014-15), again paralleling an increase at the college overall.  The number of African American students enrolled in history courses saw a slight decrease, from  351  (in 2012-13),  to  340  (in 2014-15), which paralleled a similar decrease at the college as a whole.  The number of Filipino students enrolled in history courses saw a very slight increase, from  467 (in 2012-13),  to  470  (in 2014-15).  The success rate overall in history courses for targeted groups has remained fairly steady, and for some groups, has improved slightly (please see statistics in the next section (III. B.). |
| III.B | Closing the Student Equity Gap: | What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: <http://deanza.edu/gov/IPBT/program_review_files.html> | History department success rates for some targeted groups have been improving slightly overall. This includes a 1% increase in the success rate for African American students (from 52% to 53%, between 2012-13 and 2014-15), and a 2% increase in the success rate for Filipino students (from 62% to 64% between 2012-13 and 2014-15). Unfortunately, there was a 1% decrease for Latino/Latina students in history courses during those same years (from 57% to 56%), which paralleled a college-wide decrease of 1% for that same group (although the college-wide success rate for Latinos in 2012-13 was 68%, and in 2014-15 was 67%).  Pacific Islander students saw a 6% increase in their success rate (from 56% to 62%, between 2012-13 and 2014-15) in history department courses.  However, the numbers above are in contrast to the success rates, overall, for Asian American students (76% in 2014-15, which increased from 73% in 2012-13), as well as the success rates for White students (72% in 2014-15, which increased from 70% in 2012-13).  Please see sections below on departmental equity planning and progress and efforts to improve success rates for targeted groups of students in history courses. |
| III.C | Plan if Success Rate of Targeted Group(s) is Below 60% | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%  <http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf>  Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students. | In accordance with ACCJC requirements (the accreditation group), and the college's institutional standard for successful course completion at or above 60%, the history department has recently put into place specific equity plans as described in the next section on departmental equity planning and progress. |
| III.D | Departmental Equity Planning and Progress | What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan? | Although the History department success rates in the past 2 or 3 years for some targeted groups have been improving slightly overall, yet the history department's success rates overall (for both targeted and non-targeted groups) are lower than the success rates for students at the college overall (again, for both targeted and non-targeted groups).  ----  There are several possible reasons for this, and several possible solutions:  POSSIBLE REASONS for Lower Success Rates:  1.  The History department has been required by several U.C. History departments to teach a certain level of writing in all history classes (in contrast to other social science departments at De Anza College, which are NOT facing this requirement and its enforcement through the articulation process). The U.C. History departments are mandating a commitment from De Anza history faculty of 2,500 words total of written work in each class, including a 750 word typed paper. The U.C. expects to see this on all De Anza history syllabi, or our classes will no longer be eligible for transfer to these particular U.C. campuses. It is likely that targeted student populations have a more difficult time meeting this U.C. writing requirement in our classes due to less than adequate preparation in high school. They not only withdraw from our classes at higher rates, but also do not do as well in skills and come to us less prepared than other students.  2.  The above situation is true at a time when De Anza does not have adequate student resources for tutorial services, or adequate computer and printing resources for students who do NOT have computers or printers at home for typing and printing papers.  3.  The lower success rates for targeted groups of students also possibly exist because history, along with other social science courses, does NOT have any pre-requisites in terms of reading and/or writing classes, so students can enroll in transfer-level history courses, or any other transfer-level social science courses at De Anza, without being able to read and write at the college level.  Students are often unaware of the "advisory" in the course catalog that they should be eligible to enroll in EWRT 1A (college-level writing) (or ESL 5, the equivalent), before they enroll in history and/or other social science courses. Since the "advisory" is not enforceable through the registration process, unfortunately, the "advisory" is often not completely clear to students who may be first-generation college students.  In contrast to the situation in history and the social sciences, students are NOT allowed to enroll in college-level English writing courses, such as EWRT 1A or ESL 5, unless they have already passed their remedial reading and writing courses at De Anza or elsewhere, and/or they have received clearance to enroll in EWRT 1A or ESL 5 through a placement test. If reading and writing pre-requisites were established in history and social science courses, it is possible that success rates for targeted student groups would also rise.  4.  Lower success rates are also affected by class size and facilities, for example, the fact that many of our classrooms are geared for loads for lecturing and not for teaching skills like writing, which faculty now have to do as well as teach history. Smaller class loads would help, as currently class size (load) for a single history class is set at 50 students, which is too large to try to provide individual attention to each student, particularly in regards to writing requirements mandated by the UC, and thus the large class size of 50 makes it difficult to reach our equity goals for targeted groups of students.  In contrast, Math class size/load is often set at 40 students, or less, and English writing class size/load is often set at 30 students, or less. In addition, at some other community colleges, history class size/load is set between 40 and 45 students.   Furthermore, the history department offers distance learning classes, and it is possible that targeted groups need more personal attention which they may not get in an on-line environment.  POSSIBLE SOLUTIONS for Improving Success Rates:  -----  The History Department in 2014-15 and 2015-16, led by 3 new co-chairs, included the following projects in their specific approach to departmental equity planning (in addition to the suggestions already stated above, including the proposal that class size/load be reduced):  1.  The part-time (adjunct) faculty employment description was changed and updated on the FHDA district website in Fall 2015 to attract more diverse faculty applicants in the future, who could serve as good role models for targeted populations of students.  2.  Using B-budget funds, the history department purchased diversity posters -- illustrating famous diverse role models in history -- to place in history classrooms, in an effort to create a more inclusive learning environment for targeted groups of students, and to increase awareness overall of diverse peoples' contributions to history, from U.S. history to world history and other fields.  3.  C.A.R. (Conversation, Application, Reflection) discussions and applications were used to apply equity strategies in the classroom to help targeted groups of students, from more written feedback on writing, to methods for infusing diverse groups of peoples' history into the curriculum being taught in the classroom, to outreach methods aimed at helping specific groups of students.  4.  World History Course Outlines were updated in a prior year by the 3 current department co-chairs to reflect more inclusion of diverse cultures and civilizations in the curriculum.  5.  Cross-listing of HIST/ICS courses (African History, Asian History, Latin American History, African American History) and a HIST/WMST course (Women in American History) were fought for and preserved in order to maintain enrollment and diversity within the history curriculum.  6.  Professional Development opportunities were advertised for history faculty, such as the U.C. Berkeley ORIAS annual workshop in World history -- which teaches diverse approaches to this curriculum area for community college history faculty -- and which has been attended by several of our De Anza College history faculty in past years. This ORIAS workshop is free, but augmented conference funding would help in this area of professional development, which is also aimed at improving equity outcomes.  7.  The history department also plans to ask ETS (Educational Technology Services) to improve the format and layout of the online course materials system, Course Studio, in MyPortal, by making it more user-friendly, in order to better facilitate potential access by all students, including targeted groups, to course materials that faculty must now post online rather than distribute in class in paper form, as a result of the loss of the materials fee for photocopying. Please also see request for a computer lab for students, in an effort to help targeted groups, in sections V.E.2 and V.E.3. |

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| --- | --- | --- | --- |
|  | **Assessment Cycle** |  |  |
| IV.A | Cycle 2 PLOAC Summary (since June 30,2014) | Give the percentage of Program Level Outcome statements assessed since June 30, 2014. Run Ad Hoc report entitled “Cycle 2 XXX PLOAC Work” and scroll to the bottom of the report for count~~.~~ Then calculate #Reflections & Analysis/#PLO statements times 100~~.~~ All program level outcomes are to be assessed at least once between Fall 2014 and end of Winter 2019. | 0% |
| IV.B | Cycle 2 SLOAC Summary (since June 30, 2014) | Give the percentage of Student Learning Outcome statements assessed since June 30, 2014. Run Ad Hoc report titled “Cycle 2XXX SLOAC work- Active Only” and scroll to the bottom of the report for count. Then calculate #Reflections & Analysis /#SLO statements times 100. All Student Learning Outcome statements are to be assessed at least once between Fall 2014 and end of Winter 2019. | 15% |
|  | Resource Requests |  |  |
| V.A | Budget Trends | Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | As stated earlier, the loss of the materials fee (for the printing of classroom materials) has contributed to an increasing DIGITAL DIVIDE for students who are without resources to print such materials (e.g., syllabi, reading handouts, instructions for assignments, etc.) which faculty now have to send by email (PDF) or post online, rather than distribute in class in paper form as we used to.  This digital divide arguably further exacerbates the situation of the most vulnerable targeted populations who often have the least resources to print classroom materials. |
| V.B | Funding Impact on Enrollment Trends | Describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: <http://deanza.edu/ir/program-review.14-15.html> | Regarding funding impact on enrollment trends, please see sections on budget trends, enrollment trends, and student equity (targeted groups), above. |
| V.C1 | Faculty Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy | None Needed Unless Vacancy |
| V.C.2 | Justification for Faculty Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. |  |
| V.D.1 | Staff Position(s) Needed | A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. |  |
| V.D.2 | Justification for Staff Position(s): | * Briefly, how will this position support student needs? * Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | NA |
| V.E.1 | Equipment Requests | A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested | Over $1,000 |
| V.E.2 | Equipment Title, Description, and Quantity | * Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. * Did this request emanate from a SLOAC or PLOAC process? * Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . . ) | The history department recommends having a Division of Social Science and Humanities dedicated computer lab on campus for our students to use (ten computers located in a quiet area).  In addition, we would like to see Printing Resources restored so that we can hand out class syllabi at the start of each quarter. Alternatively, since many students, including targeted groups, do not have access to the internet at home and can not print on-line syllabi (or syllabi sent as attachments in emails), then a Social Science and Humanities Division computer lab would help in this situation related to equity.  Installing more maps in history classrooms and installing whiteboards (marker boards) (which are easier to read than the old dusty green chalkboards) would also help to improve the student learning environment. For each history classroom, it would also improve student learning to have pull-down maps (for each continent) attached to the whiteboards (marker boards) or any remaining chalkboards.  Providing access through the college library to JSTOR (online access to back issues of academic journals, which also include book reviews of recent monographs) through the library  would enhance faculty access to the latest research in updating curriculum course outlines and course materials, and would also help to improve equity work through access to the latest scholarship (both in the field of history and in educational research on improving student learning outcomes).  JSTOR access would also help better prepare our students for transfer to 4-year institutions, most (or all) of which have JSTOR access. |
| V.E.3 | Equipment Justification | * Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this equipment? * What would the impact be on the program with or without the equipment? * What is the life expectancy of the current equipment? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | The computer lab described above would enhance our students' ability to access assignments (that instructors now must post online instead of distribute as paper copies in class) and could help our students to improve computer skills, especially since written (typed) research papers and other written work is required in ALL history classes, as mandated by U.C. history departments for articulation. This request for a student computer lab under Social Science division purview is also related to an equity concern, since targeted groups of students, who often have fewer resources at home, are particularly impacted by the lack of computer and printing resources.  Please see statistics in section III.B. (Closing the Student Equity Gap) regarding course success rates for African American students at  53%  (in 2014-15), and for Latino students at  56%  (in 2014-15)  in history courses. |
| V.F.1 | Facility Request | Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility. | Room in which to place a Computer Lab |
| V.F.2 | Facility Justification | * Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. * Who will use this facility? * What would the impact be on the program with or without the facility? * What is the life expectancy of the current facility? * How does the request promote the college mission or strategic goals? | The history department requests a space for a computer lab for students to do work as many students in our targeted groups do NOT have access to computers and/or printing services at home. (Please also see section V.E.3). |
| V.G. | Equity Planning and Support | Has this work generated any need for resources? If, so what is your request? | B-Budget funds are requested for more diversity posters and maps in the future (please see section III.D. -- Departmental Equity Planning and Progress).  In addition, please see equipment requests above (in sections V.E.2 & V.E.3), for a student computer lab in the Social Science and Humanities Division. Please also note the request for augmented conference funding (in section III.D). |
| V.H.1 | Other Needed Resources | List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects. |  |
| V.H.2 | Other Needed Resources Justification | Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. |  |
| V.J. | “B” Budget Augmentation | If there is a new initiative/project that requires additional funding, please state:   * Who/what could be supported if this additional funding was awarded? * What would the impact be on the program with the funds? * How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> * How much money is being requested?   State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need and/or other data to support this need.  If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”. | $1,000 plus.  Please see explanations in sections above (III.D. and V.G) regarding equity . |
| V.K.1 | Staff Development Needs | What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission: <http://deanza.edu/about/missionandvalues.html> and strategic goals (page 15 <http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf> | NA |
| V.K.2 | Staff Development Needs Justification | Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need |  |
| VI. | Closing the Loop | How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?” | The History Department plans to complete at least 50% of its SLO (Student Learning Outcome) assessments in the coming year, will further update its PLO (Program Learning Outcome), and will continue its departmental equity work. |
|  | Submitted by: | APRU writer’s name, email address, phone ext. | Carol Cini,  History Instructor and Co-Chair |
|  | Last Updated: | Give date of latest update (Set next box to YES when done and ready for Dean review). |  |