

Program Review - Academic - History Latest Version

Overview

Program Review - Collaborators : Version by Howell, Scott on 10/14/2019 22:50

Collaborators
Narges Rabii-Rakin, Rachel Petrocelli

Program Review Overview - Organizational Chart : Version by Howell, Scott on 11/21/2019 14:26

Please insert the organizational chart for this program or service area.

Academic Vice President
Dean AHSS
History Chair, Co-Chair
History faculty

Program Review Overview - Award Programs : Version by Howell, Scott on 11/21/2019 14:26

Global Studies Certificate
Associate in Arts
History for Transfer (31720)

Award Programs

Program Review Overview - Course Offerings: Unique Courses : Version by Howell, Scott on 10/14/2019 22:50

14/15 12
15/16 13
16/17 13
17/18 12

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
12	13	13	12

Program Review Overview - Course Offerings - Number of Sections Offered : Version by Howell, Scott on 10/14/2019 22:50

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	65	65	69	73

Program Review Overview - Course Offerings - Total Enrollment : Version by Howell, Scott on 10/14/2019 22:50

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	2.7K	2.5K	2.5K	2.5

Program Review Overview - Course Offerings - Students per Offered Section : Version by Howell, Scott on 10/14/2019 22:50

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	34	31	29	29

Program Review Overview - Faculty Workload LHE : Version by Howell, Scott on 10/14/2019 22:50

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
120	54.7%	30	35.6%	21	9.5%	undefined	undefined

Program Review Overview - Faculty Workload Faculty Headcount : Version by Howell, Scott on 10/14/2019 22:50

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
4	8	3	12

Program Review Overview - Faculty Workload LHE per Faculty : Version by Howell, Scott on 10/14/2019 22:50

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
30	9	7	17.75

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Howell, Scott on 10/14/2019 22:50

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
4	2.4	0.7	7.1

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Howell, Scott on 11/21/2019 14:26

Total FTES	Overall Efficiency (FTES/FTEF)
251.6	34.47

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Howell, Scott on 11/21/2019 14:26

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

The Department Chair reviews and updates the program goals (DPP) each year in consultation with all History Department faculty members. The department meets twice per year to discuss student learning outcomes, best practices and engaging new materials. We have a rotation process for class offerings that includes both traditional and online formats. The department is active and flexible when adding new courses to meet student needs.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

2019/20 Department goals focus on offering several new courses that appeal to a diverse student body and are applicable to a changing world. New courses include Modern Africa, History of the Middle East and Peace and Conflict Studies. The department is active and flexible when adding new courses to meet student needs.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by Howell, Scott on 11/21/2019 14:26

Annual Plan Goal
None

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Howell, Scott on 11/21/2019 14:26

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

Successful course completion rate aligns with the college average of 63%. 2017/18 number was 62.6%.

These rates are competitive with other departments in AHSS.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

None of the history courses are in the basic skills area.

What is the course retention rate (any grade except W) for courses within the program?

Retention rate is typically about 80%. 2017/18 number was 79.4%.

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5 : Version by Howell, Scott on 10/14/2019 22:50

14/15 22

15/16 18

16/17 18

17/18 23

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018

Program Review Data Analysis - 6 to 13 : Version by Howell, Scott on 11/21/2019 14:26

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

A majority of degrees are awarded to males:

14/15 17/22

15/16 12/18

16/17 12/18

17/18 18/23

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?

A degree in History can lead to a career as a:

- Lawyer
- Geographer
- Post-secondary **History** Instructor/Lecturer
- Research Analyst
- Elementary or High School Teacher
- Anthropologist
- Librarian
- Archivist
- NGO/IGO Analyst
- United Nations Analyst
- US State Department Analyst
- US Department of Defense, Education and Labor Analyst
- Various State Agency Researchers or Analyst

There are a multitude of careers that seek individuals that have reading, writing, research and critical thinking skills represented by a history degree.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

None

Please provide comment on program exit exams or other assessments of graduating students, if any.

None

Please provide the number of students who take and pass external license examinations, if relevant to the program.

None

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

None

Please provide data pertaining to the instruction or delivery of service, if any.

None

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by Howell, Scott on 10/14/2019 22:50

Courses	Section Count
HIST101 - World Civilizations to the 16th Century	22

Courses	Section Count
HIST101 - World Civilizations to the 16th Century	8
HIST102 - World Civilizations Since the 16th Century	14
HIST102 - World Civilizations Since the 16th Century	5
HIST102H - Honors World Civilizations Since the 16th Century	1
HIST118 - Social and Cultural History of the United States	1
HIST118 - Social and Cultural History of the United States	1
HIST120 - The United States to 1877	10
HIST120 - The United States to 1877	25
HIST120H - Honors: The United States to 1877	1
HIST120H - Honors: The United States to 1877	1
HIST121 - The United States Since 1877	9
HIST121 - The United States Since 1877	25
HIST121H - Honors the United States Since 1877	1
HIST124 - Mexican-American History in the United States	1
HIST124 - Mexican-American History in the United States	1
HIST127 - Women in U.S. History	1
HIST127 - Women in U.S. History	3
HIST133 - History of California	1
HIST152 - Latin American History	1
HIST162 - Asian Civilizations	1
HIST162 - Asian Civilizations	1

Program Review Outcomes Assessment - CSLOs : Version by **Howell, Scott** on **10/14/2019 22:50**

Student Learning Outcomes	CSLO Count	CSLOs Measured
HIST101 - World Civilizations to the 16th Century		
Develop analytical skills by evaluating key historical decisions, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Demonstrate the ability to discuss, analyze, and compare and contrast, diverse world cultural, religious, and political traditions.		
HIST102 - World Civilizations Since the 16th Century		
Analyze primary and secondary sources to develop analytical skills by evaluating key historical descision, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Demonstrate the ability to discuss, analyze, and compare and contrast, diverse world cultural, religious, and political traditions.		
HIST118 - Social and Cultural History of the United States		
Develop analytical skills by evaluating key historical decisions, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Act as better informed citizens and knowledgable voters through the study of U.S. political traditions and concepts of citizenship.		
HIST120 - The United States to 1877		
Analyze primary and secondary sources to develop analytical skills by evaluating key historical decisions, testing hypothesis, and choosing among contending viewpoints.		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Develop communication skills through writing exercises and discussion of critical historical events.		
Act as better informed citizens and knowledgeable voters through the study of U.S. political traditions and concepts of citizenship.		
HIST121 - The United States Since 1877		
Develop analytical skills by evaluating key historical decisions, testing hypothesis, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Act as better informed citizens and knowledgeable voters through the study of U.S. political traditions and concepts of citizenship.		
HIST124 - Mexican-American History in the United States		
Develop analytical skills by evaluating key historical decisions, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Demonstrate the ability to discuss, analyze, and compare and contrast diverse world cultural, religious, and political traditions.		
HIST127 - Women in U.S. History		
Develop analytical skills by evaluating key historical decisions, testing hypothesis, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Discuss, analyze and compare and contrast various distinctive forms of political, social, and economic organizations as related to American Women.		
HIST162 - Asian Civilizations		
Develop analytical skills by evaluating key historical decisions, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussions of critical historical events.		
Demonstrate the ability to discuss, analyze, and compare and contrast, diverse world cultural, religious and political traditions.		
HIST102H - Honors World Civilizations Since the 16th Century		
Analyze primary and secondary sources to develop analytical skills by evaluating key historical decisions, testing hypotheses, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Demonstrate the ability to discuss, analyze, and compare and contrast, diverse world cultural, religious, and political traditions.		
HIST120H - Honors: The United States to 1877		
Develop analytical skills by evaluating key historical decisions, testing hypothesis, and choosing among contending viewpoints.		
Develop communication skills through writing exercises and discussion of critical historical events.		
Act as better informed citizens and knowledgeable voters through the study of U.S. political traditions and concepts of citizenship.		

Program Review Outcomes Assessment - PSLOs : Version by Howell, Scott on 11/21/2019 14:26

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
History*		
PSLO		
History uses course SLOs as Program SLO. All history courses emphasize the skills of analysis, communication, citizenship or diversity regardless of specific content	4	Course SLO data is aggregated to provide Program data.

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Howell, Scott on 11/21/2019 14:26

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

The history department uses an essay assigned outside class to assess student skills in analysis and communication skills. (SLO 1 and 2) The essay is scored on a 1-5 scale, (A-F) once for quality of writing and once for ability to analyze a significant historical question. For world civilization classes, the essay should also expose the student to some aspect of cultural diversity.

The department is working to create a better means of measuring principles of citizenship (SLO 3 for U.S. history)

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

At least one section of each history class is assessed each Fall. (Except those offered only in the Spring-which are covered as available.) Results are aggregated and evaluated in the Spring semester.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

Instructors have consistently reported positive results on assessment of SLO1 and 2 (Critical Analysis and Writing) meeting the goal of a 70% success rate for the classes. Success is defined as a score of 3 or better on a 1-5 scale.

Typically evidence of attempts at analysis and evaluation rather than providing information only is graded positively. Although students often struggle with writing overall, they can get satisfactory scores on assignments focused on teaching a particular skill such as thesis writing, research or documentation.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

We initially tried to include topics pertaining to citizenship in the standard essay. The overall feeling, however, was that this was too much to load into a single exercise. Instructors did not feel the topic was being adequately measured.

We are currently looking for a new tool to access the citizenship SLO.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

The data did not identify anomalies, however the academic preparation and maturity in writing was prevalent across all courses. We focus on teaching critical analysis through the lens of History. Success in teaching this skill set has been an ongoing challenge. The department engages in regular robust dialogue in our shared experience and in best practices. The essay format is the means of assessment and is representative of our emphasis on writing that is consistent throughout all SCC history classes. Our hope is that we can engage our students to become lifelong learners and move toward great academic maturity.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Howell, Scott on 11/21/2019 14:26

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

History Department student learning outcomes directly support the college mission. Students in history develop critical thinking skills by evaluating important historical decisions and choosing among contending viewpoints. Communications skills are developed through writing exercises and class discussions. History students are equipped to act as better informed citizens.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

The Core courses for the history major are U.S. History 120 and 121 and World Civilizations 101 and 102. These classes are offered every semester and during Summer and Winter Intercession. Each course in elective Area 1 and 2 is offered at least every other semester so students can complete the requirement at anytime. (Some Area 2 courses such as P.S. 101 are available every semester)

All of the core history classes are also available online every semester. **Students can complete all major requirements online.**

Student Services such as DSPS and the First Year Success Center tutoring are available every semester and during intercession.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

The faculty on the history department have been involved with the Model United Nations program, writing and securing grants, and development of new courses and the cross-discipline Global Studies Certificate. Dr. Rabi-Rakin continues to advise and support students in competitions outside class and Dr. Petrocelli has been involved in the Global Studies Certificate.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

A 5 year review of all courses is managed by the curriculum office. The history department Chair updates courses as they are scheduled.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

The library offers regular instruction for students. Professor Howell has met with the Tutoring Center's William Connaker to provide study guides and other materials that will help him assist students with our specific assignments.

Information about other college programs and services is available on various pages of the SCC website and informational flyers are commonly distributed in mail boxes. There is probably room for improvement in this area.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

An important goal of the department is to find a satisfactory tool to assess the Citizenship SLO. We could benefit from the process by better identifying those elements of the courses that could be aggregated into a valuable curriculum area on citizenship.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Howell, Scott** on **11/21/2019 14:26**

The department most often uses H-330, 331, 333. These classrooms are located close to faculty offices and are all fully mediated. H-241 is sometimes used but is shared with the honors program. Honors classes are usually based in classrooms that are part of the honors complex -H209.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Howell, Scott** on **10/14/2019 22:50**

All of the history class rooms have other programs in residence at times.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
undefined	undefined	undefined	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Howell, Scott** on **11/21/2019 14:26**

None

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by **Howell, Scott** on **10/14/2019 22:50**

None

Funding Source	Description
undefined	undefined

Program Review Resources : Version by **Howell, Scott** on **11/21/2019 14:26**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

The class rooms are adequately designed and equipped. H-333 is a bit smaller than the others so is sometimes cramped when enrollment is capped out.

It would be helpful to have more maps in the classrooms.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

The history department can run with minimal support needed. Some assistance from the AHSS division office and the copy center is usually adequate.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Computers in classrooms and faculty offices are typically equipped with all needed software and capabilities. There is an instructional design center (IDC) on campus that can provide assistance with technology and methodology. See SCC website for more information on this resource.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Needed resources are available. The IDC is a valuable option. Scott James and Amanda Carpenter are also available to to advise with online teaching questions such as accessibility requirements as well as technical help and guidance on Canvas system capabilities.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Adequate administrative assistance comes from the division office. The history department does not typically use teaching assistants. There is a history tutor (William Connaker) who works from the tutoring center.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

No

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years? More coordination with student services like the Writing Center and Learning Center could be improved on our end.

Human Resources

Program Review Human Resources - Support Staff : Version by **Howell, Scott** on **11/21/2019 14:26**

Instructors get administrative support from a division secretary.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Division Secretary	1	undefined	undefined	undefined

Program Review Human Resources : Version by **Howell, Scott** on **11/21/2019 14:26**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Faculty attend professional development activities during "Flex Time" at the beginning of each semester.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

History faculty serve on a number of shared governance bodies including Academic Senate, Student Equity, Scholarship, and Enrollment Management. Narges Rabii-Rakin is FARSCCD Union President.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

There is a faculty led Professional Development Committee that promotes training opportunities. Each semester a variety of required professional growth sessions are held the week before instruction begins.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Adjunct faculty are invited to all department meetings and are also required to attend "Flex" workshops.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Training on the new SLO recording system eLumen will be a departmental challenge. Up to this point, instructors turned in summary results of their class performances to the department chair to aggregate. New procedures call for individual student data to be entered. Each instructor, including adjuncts, it seems will need to access the system to enter data personally. This will require significantly more training and communication.

Internal and External Communication

Program Review Internal & External Communication : Version by **Howell, Scott** on **11/21/2019 14:26**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

The catalog was reviewed October 2019.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

The Annual Plan was updated in September 2019.

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The history department website is current. The website was updated in 2019 by Dr. Rabii-Rakin.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The department faculty utilize emails, departmental meetings and attendance at various committees to keep up with new developments.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Faculty work well together and have a number of established roles and specialties. Dr. Rabii-Rakin manages faculty scheduling each semester. Preferences for times and specific courses are usually matched. Professors who prefer the online teaching and have developed sophisticated online teaching methods can emphasize that modality.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

As more courses and sections are offered online some instructors are not on campus daily. It will be a challenge to maintain regular and frequent contact to exchange ideas on best practices or new procedures.

Planning Agenda

Program Review Planning Agenda : Version by **Howell, Scott** on **11/21/2019 14:26**

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Offer new classes 236, 240, 136 and judge demand and learning outcomes.	SLO information	None	None

Summary Report

Program Review Summary Report - What is and is not working : Version by **Howell, Scott** on 11/21/2019 14:26

Briefly describe and explain what is working well in your program/service area.

Faculty members have well defined roles and are able to work most often in their preferred content areas and professional specialties. Instructors who prefer online teaching also have opportunity to develop skills with online systems. We have worked together to develop course outlines that are rigorous and expose students to primary sources, professional readings, and include significant writing and analysis.

Briefly describe and explain what is not working well or needs attention in your program/service area.

Improvement needed on the History Department website. Additional technical training would help solve this problem.

We are currently looking for a better assessment tool for the Citizenship SLO.

Program Review Summary Report - Resources : Version by **Howell, Scott** on 11/21/2019 14:26

Facilities	Technology	Equipment	Personnel
None	None	None	Might require added adjunct instructors

Program Review Summary Report - Initiatives and Other Findings : Version by **Howell, Scott** on 11/21/2019 14:26

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

None

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

None