Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: History

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

    1. Strengths:

- High and stable demand (±1000 annual headcount)
- Program-level retention and success rates deviate from institutional rates <2%, with retention consistently higher than institutional rates at both the course and program levels.
- High fill rates evidence effective scheduling practices.
- History courses satisfy several requirements across the GE patterns, serving all transfer-oriented students.
- Quality of the faculty

    2. Areas for Improvement:

- Reduce equity gap.
- Increase degrees conferred.
- Explore cross-discipline collaboration to support student success
- Team-teaching across disciplines

    3. Projected Program Growth, Stability, or Viability:

In terms of enrollments, the History program is one of the larger instructional programs on campus. The vitality of the history program more or less tracks with the college. Significant growth beyond current stability unlikely in the near future. Increased elective offerings and improved recruiting/marketing may increase degrees conferred slightly.

B. New Objectives/Goals:

Improved marketing/recruiting. Reduce equity gap. Again, maybe too broad?

Program Review Report   Fall 2020

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	History
Degrees/Certificates	History: AA-T
Courses	HIST-120
	HIST-121
	HIST-122
	HIST-123
	HIST-140
	HIST-142
	HIST-145
	HIST-150
	HIST-152

Taxonomy of Programs, July 2020

I.   PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount				
Within the Program	1,056	964	1,061	0.5%
Across the Institution	8,843	8,176	8,181	-7.5%
Enrollments				
HIST-120	441	527	546	23.8%
HIST-121	275	192	225	-18.2%
HIST-122	130	112	178	36.9%
HIST-123	58	61	115	98.3%
HIST-140	29	--	--	-100%
HIST-145	25	21	11	-56.0%
HIST-150	108	54	47	-56.5%
HIST-152	90	92	74	-17.8%
Within the Program	1,156	1,059	1,196	3.5%
Across the Institution	36,115	32,545	33,102	-8.3%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the History Program increased by 0.5% over the past three years, while headcount across the institution decreased by 7.5%. Similarly, enrollment within the History Program increased by 3.5%, while enrollment across the institution decreased by 8.3%.

Enrollment in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

Courses with enrollment increases:
- *HIST-123 (98.3%)*
- *HIST-122 (36.9%)*
- *HIST-120 (23.8%)*

Courses with enrollment decreases:
- *HIST-140 (-100%)*
- *HIST-150 (-56.5%)*
- *HIST-145 (-56.0%)*
- *HIST-121 (-18.2%)*
- *HIST-152 (-17.8%)*

Program Reflection:

Over the past three academic years, the History program saw an increase in overall enrollments, even though enrollments across the college were down. History consistently claims about 12% of the institutional

headcount. History is a strong program that attracts and serves many students. History classes are broadly applicable across the several GE patterns, and our U.S. history classes are particularly important to CSU-bound students due to the History and Institutions requirement. Proportional enrollment increases in 120, 122, and 123 reflect an increase in sections offered. Similarly, proportional enrollment decreases in 121, 140, 150 reflect a reduction in sections offered. With the addition of a second full-time faculty starting AY 2018-2019, the History program chose to boost our World History courses (122, 123) and scheduled accordingly. The steep decline in enrollment in 145 during AY 2019-2020 reflects the fact that during that year, only a single section of 145 was offered, during spring 2020 in the second 8-week session. That session began March 23, 2020, nearly simultaneously with the Covid-19 crisis.

2. **Average Class Size**

	2017-2018		2018-2019		2019-2020		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
HIST-120	10	44.1	10	52.7	11	49.6	48.8	12.6%
HIST-121	7	39.3	6	32.0	6	37.5	36.4	-4.5%
HIST-122	3	43.3	4	28.0	4	44.5	38.2	2.7%
HIST-123	2	29.0	3	20.3	3	38.3	29.3	32.2%
HIST-140	1	29.0	--	--	--	--	29.0	--
HIST-145	1	25.0	1	21.0	1	11.0	19.0	-56.0%
HIST-150	3	36.0	2	27.0	2	23.5	29.9	-34.7%
HIST-152	2	45.0	2	46.0	2	37.0	42.7	-17.8%
Program Average*	29	39.9	28	37.8	29	41.2	39.7	3.3%
Institutional Average*	1,406	25.7	1,313	24.8	1,348	24.6	25.0	-4.3%

Source: SQL Enrollment and Course Sections Files
Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

<div align="center">

Total # Enrollments.

Total # Sections

</div>

It is not the average of the three annual averages.

RPIE Analysis:
Over the past three years, the History Program has claimed an average of 39.7 students per section. The average class size in the program has exceeded the average class size of 25.0 students per section across the institution during this period. Average class size in the program increased by 3.3% between 2017-2018 and 2019-2020. Average class size at the institutional level decreased by 4.3% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2017-2018 and 2019-2020:

> *Courses with increases in average class size:*
> > o *HIST-123 (32.2%)*

- o HIST-120 (12.6%)

Courses with decreases in average class size:
- o HIST-145 (-56.0%)
- o HIST-150 (-34.7%)
- o HIST-152 (-17.8%)

Program Reflection:

Average class size in the History program exceeds the institutional average by nearly 60%. Additionally, average class size in History increased across the years provided, even as the college's average class size decreased. From a pedagogical standpoint, smaller classes are almost always better for students, and we would therefore support lowering enrollment caps for History classes in order to bring the program closer in line with institutional averages. Furthermore, C-ID descriptors for U.S. History and World History require both written essays *and* essay exams (no other Social Sciences program has a similar writing mandate for their introductory courses). Since, in this regard, class size correlates directly to workload, we consider these excessive class sizes to be manifestly inequitable. In the meantime, the History program will continue its successful scheduling practices and serve its students with dedication.

3. **Fill Rate and Productivity**

Fill Rate*			
	Enrollments*	Capacity	Fill Rate
2017-2018	1,156	1,200	96.3%
2018-2019	1,059	1,350	78.4%
2019-2020	1,196	1,385	86.4%
Three-Year Program Total	3,411	3,935	86.7%
Institutional Level	91,739	112,746	81.4%
Productivity*			
	FTES	FTEF	Productivity
2017-2018	109.6	5.4	20.3
2018-2019	103.3	4.8	21.5
2019-2020	100.1	5.6	17.9
Three-Year Program Total	313.0	15.8	19.8
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the History Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 86.7% to institution-level rate of 81.4% over the past three years.] Between 2017-2018 and 2018-2019, enrollment decreased and capacity increased, resulting in a decrease in fill rate. Between 2018-2019 and 2019-2020, both enrollment and capacity increased, resulting in an increase in fill rate (due to a higher rate of increase among enrollments).

Productivity decreased from 20.3 to 17.9 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 19.8 is higher than the target level of 17.5, which reflects

Program Reflection:

The three-year average fill rate for the History program exceeded the institutional average by 5.3%. Similarly, productivity exceeded the institutional target all three years. Our AY 17-18 fill rate of 96.3% declined the following year (AY 18-19), reflecting a temporary scheduling adjustment. During AY 19-20, effective scheduling and increased enrollment helped bring our fill rate back up to 86.4%. The History program will continue to schedule carefully to meet student needs, meet faculty load obligations, and keep average fill rates high.

4. **Labor Market Demand**

This section does not apply to the History Program, as it is not within the Career Technical Education Division.

B. **Momentum**

1. **Retention and Successful Course Completion Rates**

Level	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	Rate	Course Rate vs. Program Rate		Rate	Course Rate vs. Program Rate	
		Above	Below		Above	Below
HIST-120	92.9%	--	--	73.1%		X
HIST-121	92.0%	--	--	73.1%		X
HIST-122	91.8%	--	--	77.5%	X	
HIST-123	91.6%	--	--	76.1%	X	
HIST-140	100%	X		69.0%		X
HIST-145	76.4%		*X*	58.2%		*X*
HIST-150	91.7%	--	--	76.7%	X	
HIST-152	92.9%	--	--	83.3%	*X*	
Program Level	**92.2%**			**74.5%**		
Institutional Level	90.5%			76.3%		

RPIE Analysis: *Over the past three years, the retention rate for the History Program was significantly higher than the rate at the institutional level. The retention rate for HIST-145 was significantly lower than the program-level rate. The retention rate for the History Program falls in the 53rd percentile among program-level retention rates (across 59 instructional programs, over the past three years).*

Over the past three years, the successful course completion rate for the History Program was significantly lower than the rate at the institutional level. The successful course completion rate for HIST-145 was significantly lower than the program-level rate. The successful course completion rate for HIST-152 was significantly higher than the program-level rate. The successful course completion rate for the History Program falls in the 34th percentile among program-level successful course completion rates (across 59 instructional programs, over the past three years).

Over the past three years, the difference between retention and successful course completion at the program level (17.7%) was significantly higher than the difference at the institutional level (14.2%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following History Program courses claimed differences (between retention and successful course completion) that exceeded 10%:
- *HIST-140 (31.0%)*
- *HIST-120 (19.8%)*
- *HIST-121 (18.9%)*
- *HIST-145 (18.2%)*
- *HIST-123 (15.5%)*
- *HIST-150 (15.0%)*
- *HIST-122 (14.3%)*

Program Reflection:

The History program's retention and success rates are generally in line with institutional rates. It is worth noting that History's retention rates are consistently higher than institutional rates at both the course and program level. History faculty should be commended. While course-level success rates vary within the program, none deviate enough from the program-level rate to cause concern, with the exception of History 145.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
Black/African American	88.2%	86.4%	*56.3%*	65.3%
Hispanic			*71.9%*	73.9%
First Generation			*72.7%*	75.0%

Source: SQL Enrollment Files

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.

Note: Spring 2020 grades of EW (Excused Withdrawal) are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other groups of students, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the History Program, the retention rate among Black/African American students was higher than the rate at the institutional level. (The difference was not statistically significant.)

Within the History Program, the successful course completion rates at the program level were significantly lower than the rates at the institutional level among all three groups:
- *Black/African-American (56.3%)*
- *Hispanic (71.9%)*
- *First Generation (72.7%)*

These patterns reflect the findings from the comparison of retention and successful course completion at the program vs. institutional level, where the program-level rate exceeded the institution-level rate for retention and the institution-level rate exceeded the program-level rate for successful course completion. (See Section I.B.1 above).

Program Reflection:

We are pleased to see program-level retention rates similar to or higher than institution-level rates for the above demographic groups. While program-level success rates for Hispanic and First-Generation students are lower than institutional rates for those groups, the difference is similar to the difference between History's overall program-level success rate and institutional rates (roughly 2%). The institution-level success rate for African American students is 11% lower than the overall institutional success rate. Within the History program, the difference is 18.2%. We are concerned that program-level success rates for African American students are disproportionately low. History faculty are actively engaged in equity work. We intend to introduce an African-

American History course during the AY20-21, which may help address this inequity. It should also be remembered that a common theme produced from equity research emphasizes the importance of building community and developing authentic instructor-student relationships to support the success of disproportionately-impacted groups. In this regard, the unreasonably large class sizes imposed on the History program (see I.A.2 above) would seem to directly undermine equity.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
HIST-120						
In-Person vs. Hybrid	92.9%	***80.8%***		69.2%	61.5%	
In-Person vs. Online	93.3%		86.3%	69.4%		78.7%
Hybrid vs. Online		80.8%	83.5%		***61.5%***	77.3%
HIST-122	93.7%		88.2%	82.3%		74.5%
Program Total						
In-Person vs. Hybrid	92.9%	***80.8%***		69.2%	61.5%	
In-Person vs. Online	93.3%		86.7%	70.9%		77.8%
Hybrid vs. Online		80.8%	83.5%		61.5%	77.3%
Institutional Total						
In-Person vs. Hybrid	93.5%	92.1%		83.4%	82.5%	
In-Person vs. Online	89.2%		***87.8%***	70.1%		70.0%
Hybrid vs. Online		86.2%	***79.7%***		68.9%	***60.5%***

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 because most courses shifted to an online/hybrid delivery mode that semester (thereby blurring the distinction between delivery modes that term).

RPIE Analysis: Over the past three years, two courses within the History Program have been offered through at least two delivery modes within the same academic year. In 2018-2019 and 2019-2020, HIST-120 was offered through in-person, hybrid, and online formats. In 2019-2020, HIST-122 was offered through in-person and online formats. This analysis focuses on program-level rates vs. the institution-level rates. Details for the course level are included in the table above.

Within the History Program:
- o *The retention rate in hybrid sections at the program level was significantly lower than the retention rate in in-person sections. This pattern reflects the findings at the institutional level, although the difference at the institutional level was not statistically significant.*

- *The retention rate in online sections at the program level was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level, although the difference at the institutional level was statistically significant.*
- *The retention rate in hybrid sections at the program level was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in hybrid sections was significantly higher than the retention rate in online sections.*

Within the History Program:
- *The successful course completion rate in hybrid sections at the program level was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.) This pattern reflects the findings at the institutional level.*
- *The successful course completion rate in in-person sections at the program level was lower than the successful course completion rates in online sections. (The difference was not statistically significant). This pattern deviates from the findings at the institutional level, where the two rates mirrored each other.*
- *The successful course completion rate in hybrid sections at the program level was lower than the successful course completion rate in online sections. (The difference was not statistically significant). This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections was significantly higher than the rate in online sections.*

Program Reflection:

Over the past three years, History has offered only a single hybrid section (History 120 during fall 2019) which was offered as a 50/50 late-state afternoon class at American Canyon High School. Fall 2019 was a semester impacted by wildfires, campus closures, and Public Safety Power Shutoffs. For these reasons, we will not address retention and success rates concerning our "hybrid sections."

Over the past three years (through fall 2019), History offered only four online sections (<10% of our course offerings). While retention in online history classes is lower than in-person classes, this is true across the institution, and the difference is not significant. The success rate in our online classes is 6.9% higher than in our in-person classes. Interestingly, the success rate in our online classes is more or less in line with overall institutional success rates (as previously noted, the program's overall success rates tend to be lower than the institutional). We will continue to monitor the data as History expands and increases its online offerings.

C. **Student Achievement**

1. **Program Completion**

	2017-2018	2018-2019	2019-2020
Degrees			
History: AA-T	11	14	11
Institutional: AA-T Degrees	**144**	**144**	**151**
Average Time to Degree (in Years)[+]			
History: AA-T	4	4	3
Institutional: AA-T	**3**	**4**	**3**

RPIE Analysis: The number of AA degrees conferred by the History Program remained stable between 2017-2018 and 2019-2020. Over the same period, the number of AA-T degrees conferred by the institution increased by 4.9%. The History Program accounted for 7.6% of the AA-T degrees conferred in 2017-2018 and 7.3% of those conferred in 2019-2020. The average time to degree among History AA-T recipients ranged from 3 to 4 years over the past three years. The average time to degree among AA-T recipients across the institution also ranged from 3 to 4 years during this period.

Program Reflection:

As previously noted, History consistently enjoys around 12% of the institutional head count. Overall enrollments in History claim an average of 3.3% of total institutional enrollments (over 1000 per academic year). AA-T degrees awarded by History range from 7.3%-9.7% of institutional totals, averaging 12 degrees conferred yearly. Obviously, the large majority of students who take history classes do not pursue the History AA-T. We expect this pattern to continue. As previously noted, History courses are broadly applicable across the several GE patterns, and our U.S. history courses are particularly important to CSU-bound students due to the History and Institutions requirement. History classes will remain in high demand. At the same time, we expect the percentage of students pursuing degrees in the program to remain relatively stable, as the appeal of "History" as a vocation has always been limited to a small group of exceptional people. Increased elective offerings and improved recruiting/marketing may increase degrees conferred slightly.

2. **Program-Set Standards: Job Placement and Licensure Exam Pass Rates**

This section does not apply to the History Program, as the discipline is not included in the Perkins IV/Career Technical Education data provided by the California Community Colleges Chancellor's Office, and licensure exams are not required for jobs associated with the discipline.

II. **CURRICULUM**

   A. **Courses**

Subject	Course Number	Approval Date	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* *& Academic Year*	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* *& Academic Year*	No Change
HIST	120	2018	N/A			X
HIST	121	2018	N/A			X
HIST	122	2018	N/A			X
HIST	123	2018	N/A			X
HIST	135	New	N/A	New Course Proposal		
HIST	140	2018	N/A			X
HIST	142	1986	N/A	NS - routine updates (2020-21)		
HIST	145	2014	N/A	NS - routine updates (2020-21)		
HIST	150	2018	N/A			X
HIST	152	2018	N/A			X
HIST	165	New	N/A	New Course Proposal		

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or Missing Documentation* *& Academic Year*	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* *& Academic Year*	No Change
History AA-T	2015-2016	Yes			X

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

History curriculum will be updated as needed. All applicable courses have C-ID approval and the History AA-T is current. The program plans two new electives (135 & 165) to diversify offerings and potentially address equity outcomes (see I.B.2).

III.   LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Course Level

Number of Courses	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
9	7	7	78%	78%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
History: AA-T Degree	3	3	3	100%	100%

Program Reflection:

CLO assessment is current, with the exception of History 145, which as of Fall 2020 still needs to be assessed. The other course missing assessment data is History 142, which has not been offered recently. PLO assessment is current.

B. Summary of Learning Outcomes Assessment Findings and Actions

All criteria met in all courses assessed. History CLOs are clear, appropriate, assessable, and support student success and the program. No action beyond regular assessment needed. History 145 will be assessed fall 2020.

Program Reflection:

History's assessment regime is working well. All instructors are engaged and collaborate as needed. CLOs support PLOs and PLOs support appropriate GELOs. During flex day 2020, History faculty reviewed all related learning outcomes and data, and decided to revise PLO1 to more explicitly support NVC GELO 3.2. The revised PLO1 is to be upwardly assessed from current and future HIST CLO2 data. We will keep CLOs as they are, and continue collecting course-level data to upwardly assess corresponding PLOs.

IV.   PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

○   Viability

●   Stability

○   Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

- Enrollment (I.A.1) and fill rates (I.A.3) show strong and consistent demand, as well as effective scheduling practices.
- Productivity meets or exceeds institutional targets (I.A.3).
- Program-level retention and success rates deviate from institutional rates <2% (I.B.1).
- Number of AA-T degrees conferred by the program remained stable between 2017-2018 and 2019-2020 and time-to-degree aligns with institutional averages (I.C.1).

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: History
Plan Years: 2020-2021 through 2022-2023

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Diversify course offerings.	II.A	History 135 (2021-2022)	Proposal approved and course offered.
Diversity course offerings and address equity.	II.A	History 165 (2021-2022)	Proposal approved and course offered; equity gap narrowed.
Address equity gap.	I.B.2	Equity-related professional development (2020-2023) and institutional support of equity-related practices.	Equity gap narrowed.
Complete all CLO assessment.	III.A	Assess H145 (2020-2021)	Assessment data collected and entered.
Align all PLOs to GELOs.	III.B	Revise PLO 1 (2021-2022)	PLO revision.

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Program resources are adequate.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Fill rate increased after temporary decline due to addition of a second full-time faculty, reflecting high demand for history courses and effective scheduling practices.

B. Effective Practices

Scheduling aligns with student demand. High retention rates reflect instructional excellence.

Feedback and Follow-up Form

Completed by Supervising Administrator:

Senior Dean, Maria L. Villagomez

Date:

11/13/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Innovation: The HIST program faculty is engaging in innovative ways by which to meet student need, particularly as it related to equity gaps. The creation of two new courses are great additions to the HIST curricula.

Retention: The HIST program enjoys a higher retention rate compared to the institution's retention rate.

Student-Focused: Through deep reflection and analysis, the HIST program remains focused on supporting students who can benefit from new curricula and new levels of support and assistance. Increasing elective options is a great way to increase our HIST students' probability of success and goal-attainment. Bravo to HIST!

Quality of Faculty: Last, but not least, is the firm commitment from the HIST faculty inside and outside the classroom.

I commend the HIST faculty for their outstanding diligence and their dedication to our students.

Areas of concern, if any:

None identified.

Recommendations for improvement:

Seek the assistance of Library Services and the Writing Success Center as appropriate to directly help with student success.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	Quality PT faculty who can teach specialized and general HIST courses.
Personnel: Classified	Tutors to support HIST students with writing.
Personnel: Admin/Confidential	None identified

Instructional Equipment	None identified
Instructional Technology	Updated technology in large classrooms
Facilities	Clean large classrooms
Operating Budget	Some funds to support marketing/promoting efforts
Professional Development/ Training	Some funds to support professional development
Library & Learning Materials	Some funds for books for our reserve section to support HIST students.