

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator : Click or tap here to enter text.

Division: Division 10 - Arts, Humanities, Social Sciences

Department: History

II - CO-CONTRIBUTORS

- 1) Miranda Baker
- 2) Mylinh Pham
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

1. Provide a brief overview of how the program contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement (300 words or less).

The History Department uses a variety of innovative practices that foster student engagement. The curricula of our courses are highly applicable to the lives of our students and enriches their academic experience. Furthermore, many of our courses take a social-justice oriented approach, which operates to empower our students and prepare them to accomplish their future academic and career goals for their lives outside of the academy.

2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

Goal 1: Engage in Dialogue Days

History faculty participated in department meetings, dialogue days, and other professional development activities on campus and abroad.

Goal 2: Advocate for a Sustainable Civic and Community Engagement Program at Gavilan

History faculty supported the findings of Dr Debbie Klein's sabbatical research on how to establish civic engagement on campus. Unfortunately, without a person in place to coordinate the civic engagement program and reestablish relationships with community organizations, it has not been possible to meet this program goal. Even so, we continue to support and call for this program to be revitalized for the benefit of our students.

Goal 3: Build More Campus and Department Community

History faculty participated in campus events, committees, and various community building events at the department level. This included attending discussion sessions, campus wide staff development activities and social events, and department wide social events.

Goal 4: Engage in reflective dialogue about what it means to create a balance between in-person and distance education offerings.

We have had numerous department wide discussions about how to build a schedule that better balances the modalities of our courses. We have worked to recruit new faculty who can teach in person, but it has been challenging to retain these faculty. We continue to advocate for more in-person offerings and creative ways to provide accountability for online modalities.

Goal 5: Engage in more training on effective teaching practices for distance education modalities.

History faculty have completed the GOTT programs to enhance our online courses.

3. Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

One of the most significant changes over the past 3 years is the retirement of the 2 full-time history faculty and the hiring of 2 new full-time history faculty. This has resulted in new ideas, strategies, and teaching methods being used in the core history courses. Another change is that Gavilan has become more connected to the local high schools through High Step, CCAP, and Dual Enrollment programs. This brings more college level instruction of history to high school students, offering them access to college courses at their own high school campuses.

IV - STUDENT AND PROGRAM OUTCOMES

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data?

Over the past three years, the Arts, Humanities, and Social Sciences (AHSS) programs across all campuses have maintained relatively stable course success rates, ranging from 67% to 70%. While AHSS success rates remain consistently below the college-wide average by approximately 2–5 percentage points, this gap has been stable and shows signs of narrowing in 2024–25, when AHSS success increased to 70%. A temporary decline in 2023–24 coincided with increased withdrawals and significant enrollment growth, suggesting external or transitional factors rather than a long-term trend. Despite serving a broad and diverse student population, including many first-time and general education students, AHSS outcomes have remained resilient. The recent improvement in success rates indicates positive momentum, and continued efforts to reduce withdrawals and non-success may further close the gap with the college average.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

Fall-to-spring persistence rates for Arts, Humanities, and Social Sciences (AHSS) students have improved and stabilized over the past three years, increasing from 69% in 2021–22 to 74% in both 2023–24 and 2024–25. During the same period, AHSS persistence consistently exceeded the college-wide average by 12–15 percentage points, highlighting a significant strength of the program. Despite increased enrollment, AHSS has maintained strong retention outcomes, suggesting effective student engagement and support practices. These results indicate that while course success rates remain an area for continued improvement, student persistence within AHSS is notably strong and contributes positively to overall institutional retention.

3. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data.

A notable and somewhat surprising finding is that persistence remains high and stable despite enrollment growth and modest fluctuations in course success. Overall, the data suggests a trend of strong student engagement and continuity within history, even as efforts continue to improve course-level success outcomes

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

The History department has set a goal of achieving a minimum course success rate of 75%, aligning with the current college-wide average and reflecting an expectation of continuous improvement. At present, History course success rates over the past three years have ranged from 67% to 72%, indicating that while outcomes are stable, they do not yet consistently meet this goal.

Although History success rates trail the college average by approximately 2–5 percentage points, strong fall-to-spring persistence suggests that students remain engaged even when course completion is a challenge. To improve course success, the History department will focus on targeted strategies such as using the progress reports and encouraging students to access tutoring. Additional emphasis will be placed on course design, scaffolding assignments, encouraging more class discussion and group work, and improving clarity around course expectations.

5. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? (200 words or less)

We served 1148 students. These students were supported through direct instruction as well as department-level services such as faculty office hours, embedded academic guidance, and referrals to tutoring and student support resources. Overall persistence and course completion trends suggest that students engaged in History courses perform at or above institutional expectations for retention. In particular, fall-to-spring persistence rates for History students exceed the college average, indicating that students remain enrolled and connected even when course success outcomes vary. Informally, faculty report that students who make use of office hours, tutoring, and early feedback opportunities demonstrate stronger course engagement and improved performance over time. Continued efforts to promote awareness and utilization of available academic support services are expected to further improve student outcomes and help close remaining success gaps.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

We have worked hard to make our courses diverse, interesting, and do-able for most students. We have scaffolded our lessons to maximize student achievement. We offer office hours in person and online to help students in need. We connect

students with services that can help them succeed, such as tutoring.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).

It appears that there has been a decline in headcount, which may be due to changes in the required number of social science courses students need to earn degrees. It would be prudent for our department to market our classes and for our division to demonstrate the importance and value of social science skills for the job market. V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps? How can your area help increase disproportionate student success? (200 words or less)?

Connecting students with tutoring services and other resources on campus, including El Centro. Making sure that classes are offered at a variety of times and in a variety of modalities.

2. **(Instruction Only)** Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ? If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Over the past three years, our service area has consistently supported student success and retention across multiple instructional modalities. Overall success rates remained strong, ranging from 70% to 78%, with total successful completions reaching as high as 503 students out of 722 attempts in one year. These outcomes demonstrate sustained student achievement despite fluctuations in enrollment and delivery format.

Online courses consistently enrolled the largest number of students and maintained stable success rates between 70% and 78%, indicating effective support structures for distance learners. Face-to-face offerings showed strong performance when scheduled, achieving success rates up to 84% and supporting over 120 successful students in peak years. Hybrid courses, when offered, demonstrated promising outcomes, including an 86% success rate, suggesting this modality effectively meets student needs.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of*

Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

The history department actively supports the District’s commitment to diversity, equity, inclusion, and belonging by intentionally embedding inclusive practices into our programs, instruction, and partnerships. We strive to create learning and work environments where all students and employees feel respected, supported, and valued. We strive to make our curriculum as diverse as possible, including the voices of many different groups.

In the classroom and in service delivery, we emphasize inclusive pedagogy and practices that recognize diverse cultural backgrounds, learning styles, and lived experiences. This includes offering multiple instructional modalities, using accessible course materials, and incorporating diverse perspectives and examples that reflect the communities we serve. These efforts help reduce barriers to participation and promote equitable outcomes for students from historically underrepresented groups.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?
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VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? NO
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? NO
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? YES
4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? YES
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

History will need to spend time mapping the SLOs, PLOs, and ILOs within the next 6 months.

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?
More instructors using CurriQunet and assessing their courses SLOs. Instructors need better training and time do to this work as it is very time consuming. Individual instructors continue to assess their individual assignments for usefulness and make corrections as needed.
2. Institutional Learning Outcomes (ILO) How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.
Our students are encouraged to think critically, communicate effectively, practice social responsibly, and cultivate well-being. The ILOs are supported by the curriculum in history courses as well as the assignments and assessments that we utilize.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
We are working to get back on the proper assessment cycle. It appears the majority of the students are meeting the SLOs. However, there are a number of students who do not complete the courses nor the work; assessments need to take into account whether or not the work was actually attempted by students in order to have meaningful and useful findings

VIII - CURRICULUM AND COURSE OFFERINGS ANALYSIS

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).
There are currently no new courses or educational awards being discussed in the history department.
2. Provide your plans to either inactivate or teach each course not taught in the last

three years (200 words or less).

It appears that all history courses have been taught in the last three years.

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

We offer History 1 and History 2, the primary courses in the program, at a variety of times, days, and in a variety of modalities. History 1 and 2 are offered at the Gilroy and Hollister campuses. They are offered FTF, hybrid, and online. It has been challenging to find instructors willing and able to teach some of the other courses in-person, so we would like to continue to recruit new part-time faculty in order to rotate the offerings of the history courses.

IX - PROGRAM AND RESOURCE ANALYSIS

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrator positions in this program over the past three years. Focus on your individual program.
2021-2022 FTEF 9.8
2022-2023 FTEF 11.1
2023-2024 FTEF 11
2025-2025 FTEF 11.6
2. How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee? (200 words or less)
We have lost one part time professor due to retirement. At this point, there is nothing that fits this criteria to include for our department in the future.
3. Additional Comments: n/a

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

This does not apply to my program

1. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
Our discipline budget has helped to generate teaching materials that we use in the classroom, including globes and maps and materials used for group projects.
2. Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results. (200 words or less)
Our costs are in line with our budget.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

We will continue to work with the CAPS leaders to ensure that our program contributes to the success of our students.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

The greatest threat to our program is the reduction of required social science courses for GE. Our classes have seen declining enrollment, especially for in-person courses over the past semester. It is unclear if this will be part of a larger trend.

Another threat is the introduction of generative AI. This has greatly called into question the legitimacy of our online courses. As noted previously, the "success" rates of our online courses has increased compared to our in-person courses, but we question the role that generative AI has played in these differences. Our faculty have noted that there is a high level of cheating in our online courses that needs to be dealt with campus wide. We feel the campus needs to have a testing center and require online students complete assessments in a controlled environment.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
As noted above, online instruction has proved difficult in the current environment. It is near impossible to ensure the legitimacy and authenticity of student work given these technological advancements. There is an effort in our department to bring more in-person classes back to campus.
3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
There will be more cheating and less authentic work submitted in online and in-

person courses. It is not enough for faculty to simply alter their assessments, as even the most seemingly AI proof assignments have proved otherwise. There is no reliable way to see if a student is cheating with AI, we need other means to test their understanding of topics.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a **rubric** based on two main criteria: the alignment of the goal with the college's **mission statement**, **strategic plan**, and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below:

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by 50%—moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

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- **Goal (*One Sentence Limit*):** Reduce the equity gap in successful course completion (grade of C or better) between Historically Underserved Student Subgroups and the overall student population in all History transfer-level courses by 5 percentage points compared to the 2024–2025 baseline, by the end of the Spring 2027 semester.
- Alignment to Strategic Goal **Goal 2: Equity, Access, and Inclusion - With equity at the forefront, build inclusive spaces and curriculum that honor, support, and respect diverse student populations.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*):
History Course SLOs 1–6, with emphasis on SLOs 4 and 5: Students will critically analyze and interpret primary and secondary historical sources, demonstrate college-level reading, writing, and critical thinking skills, and assess historical events with clarity, fairness, objectivity, and academic integrity.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO

Results: This goal directly supports Gavilan College’s mission to guide students of diverse backgrounds toward academic achievement, transfer success, and lifelong learning through equitable access and comprehensive support. By reducing equity gaps in History course completion, the goal advances the Strategic Plan’s focus on Student Success and Equity and strengthens student achievement of History SLOs related to critical analysis of primary and secondary sources, college-level reading and writing, ethical reasoning, and civic awareness, which align with Gavilan ILOs A (Critical Thinking), B (Effective Communication), and C (Social Responsibility).

- **Proposed Activity to Achieve Goal: The History Department will implement equity-minded instructional strategies, including scaffolded primary and secondary source analysis assignments, structured research writing support, inclusive and culturally relevant historical content, early alert interventions, and coordinated referrals to tutoring and academic support services.**
- **Responsible Party (One Sentence limit): All History Faculty**
- **Timeline to Completion: Semester/Year: Spring 2027**
- **How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Student success data for History transfer-level courses will be reviewed annually and compared to the 2024–2025 baseline to measure changes in equity gaps. Achievement of the goal will be confirmed if the equity gap in successful course completion is reduced by at least 5 percentage points by the end of Spring 2027.**
- **Goal 2:**
- **Goal**
- **Increase student engagement and interest in History by hosting at least two co-curricular events (such as guest speaker lectures, history-themed film screenings, or facilitated discussions) per academic year, with a minimum average student attendance of 25 participants per event, by the end of the Spring 2027 semester.**
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- **Alignment to Strategic Goal**
- **Student Engagement, Student Success, and Equity**
-
- **Alignment to SLO or SAO (Enter Department SLO or SAO that aligns to this goal)**
- **History Course SLOs 3, 4, and 6 and Gavilan ILOs A, B, and C: Students will assess contemporary social and political values through historical context, engage respectfully in discussion and debate of primary and secondary sources, and demonstrate ethical, civic, and academic responsibility.**
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- **Describe the Connection of Goal to Mission Statement, Strategic Plan, and SLO/SAO Results**
- **This goal supports Gavilan College’s mission to foster lifelong learning, meaningful community participation, and an inclusive, student-centered learning environment. By expanding co-curricular opportunities such as guest speakers and history-themed film events, the History Department promotes student engagement, critical thinking, effective communication, and civic awareness, aligning with the Strategic Plan’s emphasis on Student Engagement**

and Student Success and supporting History SLOs and Gavilan ILOs related to critical inquiry, communication, and social responsibility.

-
- **Proposed Activity to Achieve Goal**
- **The History Department will organize and host guest speaker events, history-focused film screenings, and facilitated discussions that connect course content to contemporary issues, with intentional outreach to students enrolled in History courses and collaboration with student services, clubs, and campus partners to increase participation.**
-
- **Responsible Party (One Sentence Limit)**
- **History Department faculty will coordinate and facilitate co-curricular engagement activities in collaboration with the division dean and campus partners.**
-
- **Timeline to Completion: Semester/Year**
- **Fall 2025 through Spring 2027.**
-
- **How Will You Evaluate Whether You Achieved Your Goal (Two Sentence Limit)**
- **Attendance records, event frequency, and brief student feedback surveys will be collected and reviewed each academic year. The goal will be considered achieved if at least two events per year are offered and average student attendance meets or exceeds 25 participants per event by Spring 2027.**
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XIV - RESOURCE REQUESTS

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1. Request Name (short title): **Click or tap here to enter text.**
2. Request amount: **Click or tap here to enter text.**
3. Type of Request: Choose an item.
4. Alignment to Goal(s) in section XIII (*enter goal from above*) **Click or tap here to enter text.**
5. Is this a one-time or ongoing expense? Choose an item.
6. Category of Request

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☐
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☐

- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3 select from the following all that applies;

- Instructional Equipment ☐
- Instructional Software ☐
- Instructional Supplies, Materials and Textbooks ☐
- Non-Instructional Equipment ☐
- Non-Instructional Software ☐
- Non-Instructional Supplies and Materials ☐
- Professional Development ☐
- Travel and Conference ☐
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

7. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Choose an item.

8. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

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XV - ADDITIONAL QUESTIONS

Please consider providing answers to the following questions. While these are **optional**, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Our program and department participate in the mentoring program. Our faculty have served as official and unofficial mentors to new faculty. We continue to participate in professional learning activities.**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college

mission and college goals for success and completion. **Currently, the need is in recruiting more faculty to teach in-person courses. Face to face classes seem to be the only real way to battle AI use and it is easier to develop a good relationship with students when meeting face to face.**

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body? **We continue to seek out--and complete--training related to DEAI initiatives. We have included these perspectives when we hire faculty in our program area and the social sciences department at large.**
4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? n/a
5. Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record. n/a

XVI - EXECUTIVE SUMMARY

Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the program review Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

Key trends that surfaced during the review process include increased student demand (especially for online classes), steady student outcomes, and a growing emphasis on equity, workforce relevance, and instructional effectiveness. The program has demonstrated adaptability through curriculum updates, expanded use of data-informed decision making, SLO mapping, and strengthened collaboration with campus partners.

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.