

PROGRAM REVIEW: SPRING 2009—GEOGRAPHY

Department or Program: GEOGRAPHY DEPARTMENT
Division: SOCIAL SCIENCE DIVISION

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

| INDICATOR | 2005/2006 | 2006/2007 | 2007/2008 |
|------------------------|-----------|-----------|-----------|
| Number of Sections | 5 | 7 | 6 |
| % Vocational Education | 0% | 0% | 0% |
| % Transferable | 100% | 100% | 100% |
| % Degree Applicable | 0% | 0% | 0% |
| % Basic Skills | 0% | 0% | 0% |

GEOG 100 Physical Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. Recommended Preparation: eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Basic characteristics of physical features of the Earth and their interrelationships. The basic characteristics of maps, the Earth's grid, seasons, time zones, weather and climate, vegetation biomes, ocean currents, and landforms. The interrelationships of these basic features are analyzed in a global framework with an emphasis on human ecology.

GEOG 110 Cultural Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. Recommended Preparation: eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Aerial distribution of the most important parts of human culture. Emphasizes the way people make a living resulting from their interaction with their environment in various parts of the world.

GEOG 150 World Regional Geography (3) *(Pass/No Pass or letter grade option) Minimum of forty-eight lecture hours per term plus field trips. Recommended Preparation: eligibility for ENGL 848 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill level as indicated by the reading placement tests or other measures.* Survey of the geographic regions of the world, including physical and cultural features of each region. Emphasizes global influences and population growth. Covers location of important geographic features, such as major cities, mountain ranges, climatic regions, and internal political divisions within each world region.

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

- a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

[Please note that assessment of Student Learning Outcomes is ongoing. Prior to Academic Year 2007/08, full-time department faculty had not developed SLOs, nor had part-time faculty been requested by the Department Head or Division Dean to do so. Assessment had therefore not been formally recorded or evaluated. The Geography Department is currently coming into compliance with all requirements, and all assessments for all Geography courses will be complete at the end of the Spring 2009 semester.]

(cont.)

Physical and Cultural Geography (100, 110) have both had ongoing assessments since the 2007/2008 Academic Year. World Regional Geography (150) is a new course and assessments are scheduled to be completed by the end of Spring 2009.

Geography courses are assessed utilizing a combination of methodologies. Exams are primarily multiple-choice and quizzes are fill-in-the-blank and short-answer. Cultural and World Regional courses include a term paper. Physical courses employ worksheets and study guides, which are then discussed in class. All classes utilize brief in-class papers to determine student understanding of lecture material and any films presented. Class discussion is an important component of Cultural Geography; student responses and levels of participation are noted by the instructor.

For a detailed analysis/findings report, please see attached SLO documents (Step 6: Recommendation/ Action)

- b. Briefly evaluate the department’s assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

As no official Department Head currently exists, Departmental SLOs are slated to be completed at the end of the Spring 2009 semester. No analysis is currently available.

- c. Below please update the program’s SLO Alignment Grid. The column headings identify the GE-SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the “Institutional” link under the “Student Learning Outcomes” heading.) If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

| GE-SLOs → Program Courses ↓ | Effective Communication | Quantitative Skills | Critical Thinking | Social Awareness and Diversity | Ethical Responsibility |
|---|----------------------------|------------------------|----------------------|--------------------------------------|---------------------------|
| GEOG 100 | | √ | √ | | √ |
| GEOG 110 | √ | | √ | √ | √ |
| GEOG 150 | √ | | √ | √ | √ |
| <i>(Please see attached Geography ISLO form for more information)</i> | | | | | |

III. DATA EVALUATION (*Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness*) **NOTE: Sections a., b., and c. have been combined, below.**

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Enrollment levels for the Department as a whole have increased significantly since 2005-06, up 162% in 2006-07, with a drop of only 8% the following academic year. The college as a whole has seen enrollment continue to slide over all three academic years.

(cont.)

WSCH increased significantly in 2006-07 (161%) and dropped slightly the following year. Fall 2006 was the last semester in which two faculty members were available to teach courses, and four sections were taught in that semester, rather than the current maximum of three 3-unit courses available to the one remaining part-time faculty member.

In order to accommodate faculty child-care needs, courses were offered in Spring 2009 on a MW schedule, with one night class to round out the maximum nine-unit, part-time load. Several students expressed their regret at being unable to take a 90-minute class, as it cut into the normal MWF, 60-minutes per class schedule. Budget cuts and the need for high enrollment have necessitated the return to a MWF schedule for Fall, 2009.

Other than the above, no programmatic, course offering, or scheduling changes are scheduled to be implemented at this time. This is predominantly due to the constraints of a Department being run by a single, part-time faculty member. When a full-time faculty member is hired, a comprehensive analysis can be completed and changes may at that time be introduced, in consultation with the Division Dean.

In 2007 and 2008, the posting of flyers and the dissemination of brochures and other promotional materials to campus Academic Counselors appears to have been significant in encouraging additional student interest in departmental offerings, despite a leveling-off of college enrollment.

It is expected that the current campus construction, reduction of classroom sizes (with fewer desks available than the number of students enrolled), and overall inconvenience will contribute to a drop in enrollment during the coming academic year.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

All courses, from Spring 2003 to the present, have been staffed entirely by Adjunct faculty.

The last full-time faculty member retired without a post-retirement appointment in Spring 2003, was hired on a part-time basis beginning in Fall 2003, and taught part-time at CSM until the end of Fall 2006. Angela Skinner-Orr was hired on a part-time basis in Fall 1999, has taught at both CSM and Cañada College, and currently teaches all three sections of her part-time load at CSM.

While a part-time instructor is currently available for staffing all three sections of the Geography Program's courses, there is a need for additional sections in order to cater to students who wish to take classes on alternate days and times (T/TH mornings, evening classes, and online). In losing an instructor to retirement, the department also lost students who were interested in taking classes, but for whom nothing was available. It should be noted that numbers were highest during the last semester in which a second faculty member was available to teach on a T/TH schedule.

- c. Referring to the Productivity data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

Productivity (LOAD) continued to increase over all three years, up 115% from 2005-06, with another 107% increase in 2007-08. By 2007-08, Department Productivity (LOAD) approached that of the College as a whole (490 to CSM's 512).

No programmatic changes or other measures are to be implemented at this time. When a full-time faculty member is hired, a comprehensive analysis can be completed and changes may at that time be introduced. As stated above, there is need for additional sections to accommodate students who wish to take classes on alternate days and times.

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

- a. Considering the overall “Success” and “Retention” data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students’ needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

A noticeable drop in retention (10 percentage points) has been noted, though this is not nearly as great a concern as the much larger, continuing drop in the student success rate. There are a number of possible explanations for this, including a shift to a new textbook in Physical Geography (GEOG 100) which turned out to be inadequate, and the use of new teaching materials (PowerPoint slides and online maps projected in SMART classrooms, for example), especially in the newly-introduced World Regional Geography course (GEOG 150). Each of these factors presented a significant learning curve for faculty and, ultimately, for students.

It should be noted that the GEOG 100 textbook has since been revised and classroom presentations are now much more media-savvy, with back-up materials kept close-at-hand to reduce the amount of instruction time lost to technical glitches. However, the drop in success is currently being carefully monitored to determine whether these factors are indeed significant contributors to this trend.

It is hoped that the hiring of a full-time faculty member will create conditions whereby a comprehensive program structure can be implemented and further student outreach accomplished. Additional offerings of courses at different days and times, including online courses and a lab component for Physical Geography would also round out the Department, increase student interest and involvement, and more effectively guide students into the four-year college structure.

- b. Briefly discuss how effectively the program addresses students’ needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

As a discipline, Geography is an inclusive discipline that focuses on the interconnections between human cultures and their relationships with the natural world around them. The importance of diversity and inclusiveness have therefore been an ongoing focus of classroom lectures and discussions for current faculty since being hired to teach at CSM.

This being the case, it is extremely frustrating to see low success rates of Pacific Islander, Black, and Filipino students. Without a detailed analysis relating ethnicity to success by course, it is all the more difficult to assess where these students are falling through the cracks. However, some assumptions might be made:

Of the three sections of Geography courses taught each semester, two of these are Physical Geography (GEOG 100). This is a physical science course which requires that students have some preparation in low-level mathematics (addition/subtraction, division/multiplication, simple word problems, and units of measurement conversions). It is clear to faculty from both classroom interactions and test scores that large numbers of students are unprepared to think critically with respect to either mathematics or the scientific method. Without “dumbing down” the material, a number of different teaching strategies have been employed to help those less-prepared, including study guides, worksheets, multiple instruction methods for presenting the same material, etc. Faculty have made it abundantly clear that they are available to students in any number of capacities, from phone to email to office hour appointments. However, scores continue to fall in the lower ranges for these ethnic groups.

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Both the Cultural and World Regional Geography courses (110 and 150, respectively) require a different sort of critical thinking. Readings are taken not only from the textbook, but also from a number of outside sources, some of which are complex, university-level journal articles and book chapters. Students in both courses are expected to write term papers and are given assistance throughout the writing process. However, many students have difficulty with these writing assignments and scores for under-prepared students, many of whom fall within the ethnic groups

mentioned above, remain low.

Faculty are constantly employing new strategies to assist students in the production of college-level work. Such strategies will continue to be utilized and analyzed for their effectiveness, especially with respect to under-performing ethnic groups.

With respect to gender, men tend to score somewhat lower than women, though both are near the 50% success rate. Increasing age also tends to be an indicator of success, with the lowest-performing students in the “19 or less” range. Most students are in the “20-24” year old age range, with a 56% overall success rate. Faculty continue to monitor student success, especially incoming Freshmen, for whom suggestions are offered throughout the semester for succeeding in all college courses, not just Geography.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS (*Data Resources: Educational Master Plan; “Dimension: Retention and Success” data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records*)

- a. Using the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------------------|--|---|
| Strengths | <p>Approx. 10% of students who complete either GEOG 100 or GEOG 110 end up having enrolled in both courses within a year. A few students take both concurrently. Approx. 30% of students enrolled in GEOG 150 in Fall 2007 had completed either GEOG 100 or GEOG 110, or both.</p> <p>Geography is a core offering of the Global Studies Program. It is a holistic science, maintaining countless interdisciplinary connections—a thriving Geography Department can foster the development of stronger ties between departments within every Division on campus.</p> | <p>Geography prepares students pursuing the Teaching Credentials for Elementary and Secondary Education; and GEOG 150 can be used to meet Core Course selections for the A.A. and Transfer Program in Social Sciences. Geography is an important part of General Education requirements for an A.A./A.S. Degree, for Transfer to the UC and CSU systems, and for many different specific majors. Geography courses are also specifically listed as Recommended G.E. Courses for Transfer to Selected Independent Colleges and Universities.</p> |
| Weaknesses (cont.) | <p>Lack of full-time faculty to strengthen the program, analyze and act on program data, expand course offerings, and take advantage of outreach opportunities such as a comprehensive Geography website.</p> | <p>Lack of support for the program by the college and community as a whole.</p> |
| Opportunities | <p>Campus outreach: flyers and posters, a Geography web site, information disseminated to campus counselors, the creation of a Geography Club of some sort, on-campus presentations, word-of-mouth (including online sources used by</p> | <p>Off-campus outreach to high schools and clubs; a Geography web site; promoting the cost-effectiveness of CSM to students who might otherwise be channeled into 4-year colleges and universities; students losing jobs who are looking for new career opportunities</p> |

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| | prospective students, such as "Ratemyprofessor.com") | or personal fulfillment |
| Threats | After the retirement of the last full-time faculty, the greatest concern for the Geography Department became the lack of a full-time faculty member and the future of the Department as a whole. A single part-time faculty member currently upholds all departmental responsibilities, making advocating for departmental needs difficult, at best. | Economic recession/depression lead to budget cuts and lower enrollment. There are few high-quality Geography programs at 4-year colleges and universities in the immediate vicinity (U.C. Berkeley is the exception). As a discipline, Geography has only recently begun to regain ground lost during the Cold War Era and its focus on the "hard" sciences. Campus construction has also been a major distraction. |

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

No new positions or requested resources have been added in the last ten years, with the following exception: in Fall 2006, faculty began utilizing projector carts for Power Point presentations from a laptop brought from home. Since Fall 2008, SMART classrooms have been used. Despite an initial learning curve on the part of faculty (as indicated by a drop in student retention and success), instruction has improved, overall.

VI. Action Steps and Outcomes (*Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan*)

- a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate some sort of measurable action and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

Action Steps and Outcomes have not been identified at this time.

- b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

Action Steps and Outcomes have not been identified at this time.

- c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

Action Steps and Outcomes have not been identified at this time.

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS (*Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports*)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.
- *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

| Full-Time Faculty Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---------------------------------------|--|--|
| Geography, Full-time Instructor | <p>The Geography Department has continuously requested (both formally and informally) the appointment of a full-time faculty member for the last six years. The reasons for this need are multiple. A full-time faculty member would ostensibly have the time and resources to devote to the following:</p> <ul style="list-style-type: none"> • Advocating for departmental needs, such as facilities, equipment, and the promotion of courses to increase enrollment, etc. • Compiling departmental data and maintaining departmental records • Preparing and updating departmental documents such as Program Review, SLOs and ISLOs, course curricula, etc. • Strengthening curriculum through pedagogical improvements • Extending and maintaining connections with outside agencies (governmental institutions, private businesses, NGOs and not-for-profits) to further enhance course materials and offer students practical applications, as well as employment opportunities (cont.) • Developing additional course offerings, such as online courses in Geography (which would attract an untapped segment of distance learners) and a Physical Geography Lab component (which would allow students to further fulfill the G.E. science requirements) • Broadening connections between related departments • Building a strong student following in order to attract as many students as possible to both the Geography | Input text here. |

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| | <p>Department and the college</p> <p>While a part-time instructor is currently available for staffing three sections of the Geography Program's courses, there is a need for additional sections in order to cater to students who wish to take classes on alternate days and times (T/TH mornings, evening classes, and online). In losing an instructor to retirement, the department also lost students who were interested in taking classes, but for whom nothing was available.</p> <p>A Full Time instructor could also split a faculty load between CSM and Cañada College. Cañada currently offers one section of Geography (alternating GEOG 100 and GEOG 110). This would also reduce the need for Cañada College to hire a Part Time instructor, amounting to further District savings.</p> | |
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| Classified Positions Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|--------------------------------|---|--|
| None. | N/A | N/A |

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

| Resources Requested | Expected Outcomes if Granted and Expected Impact if Not Granted | If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment. |
|---|---|--|
| <p>Item: A full-sized locking cabinet Number: [N/A] Vendor: [a cast-off in good cond.] Unit price: [free] Total Cost: \$0 Status*: New/used Item: Desk-sized maps with relief shading—World (Americas in west) Number: [contact customer svc.] Vendor: Nystrom</p> | <p><i>Expected impact if any of the resource requests are not granted:</i> The program will remain at current levels of success—on average, student success rates hover around 50%. (cont.) <i>Expected outcome if granted:</i> It is expected that student success rates will increase as instruction becomes more effective.</p> | <p>The improvement of student success rates is very important at all levels. Each item requested will increase the effectiveness of instruction and, ultimately, increase success rates.</p> |

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| <p>Unit price: [approx. \$16/envelope] Total Cost: \$80 + s/h (unknown) Status*: New</p> <p>Item: Desk-sized maps with relief shading—United States (50 states) Number: [contact customer svc.] Vendor: Nystrom Unit price: [approx. \$16/envelope] Total Cost: \$80 + s/h (unknown) Status*: New</p> <p>Item: Desk-sized maps with relief shading—California Number: [contact customer svc.] Vendor: Nystrom Unit price: [approx. \$12/envelope] Total Cost: \$60 + s/h (unknown) Status*: New</p> <p>Item: Pull-down maps: Land Cover Class Pack Dual-Map Set Number: 11LC02 Vendor: Nystrom Unit price: \$599.00 Total Cost: (unknown) Status*: Replacement/Upgrade</p> <p>Item: Pull-down maps: State Wall Map—California Number: 1PS05 Vendor: Nystrom Unit price: \$199.00 Total Cost: (unknown) Status*: New</p> <p>(cont.)</p> <p>Item: Pull-down maps: Land Cover Continents and Regions Number: 17LC Vendor: Nystrom Unit price: \$705.00 Total Cost: (unknown) Status*: Replacement/Upgrade</p> <p>Item: Four Map Rack Number: 110R Vendor: Nystrom Unit price: \$112.00 Total Cost: (unknown) Status*: Replacement/Upgrade</p> | <p>A room or cabinet set aside specifically for Geography would allow teaching materials to be stored and quickly accessible for classroom use (pull-down maps, wall-diagrams, sample sets of minerals and rocks, lab equipment, computers for use with GIS programs, etc.).</p> <p>Maps are critical teaching tools in a Geography classroom. While the use of a SMART classroom has eliminated the need for <i>some</i> pull-down maps, projections at the front of the classroom reduce available board space needed for instruction. Maps of all sizes (including atlases) aid students in the identification of important physical features, assist instructors in communicating important concepts, and are useful for study and assessment.</p> | |
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VIII. **Course Outlines** (*Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean*)

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

| Course Number | Last Updated | Six-year Update Due |
|---------------|----------------|---------------------|
| GEOG 100 | February, 2009 | February, 2015 |
| GEOG 110 | February, 2009 | February, 2015 |
| GEOG 150 | February, 2009 | February, 2015 |

IX. **Advisory and Consultation Team (ACT)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the Program Review and Planning report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

Input text here.

Upon its completion, please email this Program Review and Planning report to the Vice President of Instruction, the appropriate division dean, and the CSM Academic Senate President.

Date of evaluation: 3/25/09

Please list the department's Program Review and Planning report team:

Primary program contact person: Angela Skinner Orr
 Phone and email address: 650-722-0973 skinner@smccd.edu

Full-time faculty:
 Part-time faculty:
 Administrators:
 Classified staff:
 Students:

Faculty's signatures

Date

Dean's signature

Date