

Plans for History >> 2018 - 2019 History

CHC Instructional Annual Plan 2018-2019

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Name :

2018 - 2019 History CHC Instructional Annual Plan 2018-2019

Principal Preparer :

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Planning Participants :

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Version: 12

Group: 2018 - 2019

Type: CHC Instructional Annual Plan 2018-2019

Last Modified On: 2/19/2019 11:00:54 AM

Last Modified By: Sabrina Jimenez

State: Submitted (Finalized)

State By: Sabrina Jimenez

Instructions

The annual plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on their course outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

Updating this Question is Optional on the Annual Plan!

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item ([Mission Alignment](#)):** The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

A. UNIT'S MISSION:

Consistent with the CHC mission to be a premier transfer institution, the mission of the History Program is to offer an AA degree with a major in History, AAT degree with a major in History (CSU), and meet transferable lower division electives for other four-year institutions. Our curriculum examines the history of the world, U.S., California, religion, culture, art, economics, literature, politics and a variety of other topics and developments that have shaped our world and lives.

B. CONTRIBUTION TO COLLEGE MISSION AND MASTER PLAN:

"The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning." Our faculty and students

are involved in campus wide participation in a diverse number of events ranging from club activities to honors symposiums. For example, our students have participated in history and research related activities on campus, thus promoting engagement and learning. In the Spring 2018 semester, History 101 students will present on topics in honor of Black History Month, acknowledging the diverse participants that have contributed to history. The program encourages thoughtful engagement and learning in a diverse campus community. Additionally, by taking history courses, students will increase their knowledge of the past. The goal is applied and civic learning – using what is learned in the real world and using studies to influence the world. By the end of a history course, students should be able to understand the big picture. They will be able to discuss historical issues, respond to study questions, and reflect on historical themes as presented in the context of the period under evaluation and apply their relevance today. The program wishes to foster purpose, meaning, and direction. The topical in class discussions along with positive student-faculty relationships will result in a better understanding of the past, academic excellence, a supportive student body, and critical thinking skills.

2. Description of Program

Updating this Question is **Optional** on the Annual Plan!

- a. Organizational Structure and Staffing
- b. Describe any activities in addition to instruction that you provide.
- c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.
- d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.
- e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

A. ORGANIZATION, INCLUDING STAFF AND STRUCTURE:

As of 2017-2018 the History Program has one full time non-tenured faculty member and seven adjunct faculty members. It is part of the Division of Social Sciences (Co-Chairs, Julie McKee and Jeff Cervantez) and the College of Social, Information, and Natural Sciences (Dean, Van Muse).

B. MISSION OR PRIMARY PURPOSE:

Consistent with the CHC mission to be a premiere transfer institution, the mission of the History Program is to offer an AA degree with a major in History, AAT degree with a major in History (CSU), and meet transferable lower division electives for other four-year institutions. In addition to instruction, we provide students with Supplemental Instruction attached to some courses, such as History 100. Additionally, we have a liaison with the Honors Steering Committee and the Professional Development committee to provide students with opportunities to learn more about history outside of the classroom and present on topics of interest to them. For example, the Professional Development Committee, the Veterans Resource Center, and the History program are working together to facilitate an event hosting one of the few last remaining Tuskegee Airmen on February 7th, 2018 in honor of Black History Month.

C. ALTERNATIVE MODES OF INSTRUCTION:

In addition to our morning and day on-ground classes, our Spring 2018 schedule includes two History 100, two History 101, one History 135, and one History 171 Distance Education courses. The history program also offers one History 100, one History 101, one History 170, and one

History 145 as an evening option. Overall, our history offerings are spread evenly throughout the week and offered in multiple formats.

D. DESCRIBE HOW YOUR CURRICULUM IS UP-TO-DATE AND NEEDS-BASED:

AA-T DEGREE: The passage of SB 1440 allowed the History Program to develop the AA-T degree with a major in History. The required courses are HIST 100, HIST 101, HIST 170, HIST 171. Students have over twenty other courses to choose from to complete the major, including HIST 107 (also ANTHRO 107), HIST 135 (also RELIG 135), and HIST 145.

Associate of Arts DEGREE: The required courses are HIST 100, HIST 101, HIST 170, HIST 171. Students have over twenty other courses to choose from to complete the major, including HIST 107 (also ANTHRO 107), HIST 135 (also RELIG 135), and HIST 145.

Associate of Arts Humanities Degree: The required courses are HIST 170 and 171. HIST 135 (also RELIG 135) can also be taken for this degree.

CSU TRANSFER DEGREE: Section C: Arts and Humanities: HIST 100, 101, 170, 171

Section D: Social Sciences: NOTE: HIST 100, 101 fulfills U. S. History, Constitution, and American ideals requirements for CSU graduation.

Section D: Social Sciences D6: HIST 100, 101, 170, 171

UC IGETC: Area 3-Arts and Humanities: HIST 100, 101, 170, 171;

Area 4-Social and Behavioral Sciences: HIST 100, 101, 170, 171

UC Transfer Admissions Eligibility for Social and Behavioral Sciences (UCOP Transfer Course Agreement Offerings) and CSU GE Certification Course Offerings: HIST 100, 101, 107, 135 (same as RELIG 135), 145, 150, 170, 171

PLEASE NOTE: In each of these degree areas, for each of these categories, the Honors Sections have been accepted for articulation.

CURRICULUM REVISIONS: History 170, 170H, 171, and 171H are conditionally approved but require modification in CurricUNET. The course outlines aligned with some, but not all areas of the C-ID descriptor. These revisions are necessary for C-ID approval and associate in arts for transfer. This action will be completed by September 2018.

E. SCHEDULING MATRIX:

Please see the attached scheduling matrix. As per the matrix, there is a suggested shift between offering HIST 145 and HIST 150. HIST 150 (Survey of Latin American History) needs to be offered in the future, as it is accepted for both UC and CSU transfer. Additionally, Crafton Hills College is demographically 47% Hispanic as of 2016/2017 and offering HIST 150 more often may meet more minority based interests and needs. HIST 145 seems to experience lower enrollment on average. As a suggestion, HIST 145 could be offered in the Spring while HIST 150 is offered in the Fall.

3. External Factors with Significant Impact

Updating this Question is Optional on the Annual Plan!

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

A. BUDGETARY CONSTRAINTS OR OPPORTUNITIES:

The History Program can only offer the basic “bread and butter” classes in American History and World History. Special topics such as Military History seminars and Minority based seminars can only be offered on a sporadic basis.

Budget constraints, as well as new requirements by four-year institutions, have also had an effect of the History Program major. Western Civilization (History 160, History 161) as well as British History (History 164) have been dropped from the major. Other classes, such as Art History, Music History, have been substituted as electives.

B. COMPETITION FROM OTHER INSTITUTIONS:

The history classes offered at CHC fulfill basic requirements only compared to local colleges. For example, SBVCs 2018 Spring schedule offers more minority based courses: HIST 137 Racial and Ethnic Groups in United States History, HIST 138 African-American History to 1877 HIST 139 African-American History 1877 to Present, HIST 140 Chicano History, and HIST 150 Introduction to Latin American History. The majority of the latter courses at SVBVC are offered both onground and via distance education. These classes are in addition to the basic classes that Crafton offers, such as HIST 100, 101, 170, and 171. There is definitely competition from other institutions, as many offer classes that we rarely do. An additional full-time faculty member who specializes in African American and/or Latin American History would be a great benefit to the program at Crafton Hills College.

C. REQUIREMENTS OF FOUR-YEAR INSTITUTIONS:

World Civilizations (History 170-171) is now offered instead of Western Civilization (History 160-161) since it is a requirement for history majors at California State University. As noted above, (1F) CHC has developed a transfer degree to four-year institutions and the requirements for the major have been accepted by CSU and the UC systems.

AA-T DEGREE: The passage of SB 1440 allowed the History Program to develop the AA-T degree with a major in History. The required courses are HIST 100, HIST 101, HIST 170, HIST 171. Students have over twenty other courses to choose from to complete the major.

SU TRANSFER DEGREE: Section C: Arts and Humanities: HIST 100, 101,170, 171

Section D: Social Sciences: NOTE: HIST 100, 101 fulfills U. S. History, Constitution, and American ideals requirements for CSU graduation.

Section D: Social Sciences D6: HIST 100, 101, 170, 171

UC IGETC: Area 3-Arts and Humanities: HIST 100, 101, 170, 171;

Area 4-Social and Behavioral Sciences: HIST 100, 101, 170, 171

PLEASE NOTE: In each of these degree areas, for each of these categories, the Honors Sections have been accepted for articulation.

D. REGULATIONS, MANDATES, ETC

None

E. JOB MARKET:

i) Most students who are serious about majoring in History usually end up as teachers in the secondary school system. However, there are other careers for history majors. According to a respected website (www.mademan.com/mm/10-history-major-career-options.html), history majors can pursue careers in law, communications, business, government, writing, archival work, library services, and think tanks. History majors are welcomed in these areas because of their critical thinking skills and breadth of knowledge. Requirements vary from an AA in history to a PhD in history.

ii) As more employers realize the benefits of a history degree, job availability has increased. Developments in the field include updated research and historiography, in addition to new opportunities discovered with a history degree. See the following list from historians.org for details:

Historians as Educators
Elementary Schools
Secondary Schools
Postsecondary Education
Historic Sites and Museums
Historians as Researchers
Museums and Historical Organizations
Cultural Resources Management and Historic Preservation
Think Tanks
Historians as Communicators
Writers and Editors
Journalists
Documentary Editors
Producers of Multimedia Material
Historians as Information Managers
Archivists
Records Managers
Librarians
Information Managers
Historians as Advocates
Lawyers and Paralegals
Litigation Support
Legislative Staff Work
Foundations
Historians in Businesses and Associations
Historians in Corporations
Contract Historians
Historians and Nonprofit Associations
Citations: <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>

4. Progress on Outcomes Assessment (Annual Question)

Updating this Question is Required on the Annual Plan!

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.
- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

a. History 100 is meeting the target requirement. 71.19% can describe and compare the different key stages and influences from Pre-Columbian to colonial American development. 88.14% can describe and compare the major elements involved in the movements for revolution, independence and nation building. 79.66% can describe the most significant technological and economic changes that initiate the transformation of America from an agrarian society to an industrial society. 79.66% can describe the significance of slavery, the American Civil War and Reconstruction as a result of economic and social changes in America. History 101 is meeting the target as well. 84.91% can compare and contrast America's response to the two world wars of the first half of the 20th century. 90.57% can consider and evaluate the key social, political, economic and cultural changes of the industrialization and urbanization of America from 1865-1930. 84.91% can consider and identify key aspects of America's response to the post WWII "Cold War Era" from 1945 to 1991 and their effects into the 21st Century. 83.02% can identify and describe the significant social, political and economic developments of the Reconstruction Era of 1865-77. History 170 had similar success in meeting the target requirement. Overall, the history program has a 84.38% success rate.

b. Maintain communication with "no show" students. The # of Students NOT Meeting the SLO Rubric were absent and failed to submit assignments. Goal: keep in touch with absent students regarding course requirements and withdrawal deadlines. Connect students with resources when struggling with school and life issues that may hurt their grades.

c. There are none to add, but there is a need for another full time faculty member to share the burden of the history program. As stated in Question 10, an additional full time faculty member in the program will lead to an increase in student success. Due to conflicting schedules, part time faculty cannot be on campus long enough to meet the students needs and make lasting connections. In the past, the WSCH/FTEF ratio was better because the program had two full time history professors. We need an additional history instructor on campus asap. Finally, more SLO training and enforcement of submitting the reports in the cloud would significantly alter SLO results. As is, only one instructor submitted SLO reports for the Fall 2018 semester.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Required on the Annual Plan!

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF](#) Ratio target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around

the appropriateness of the cap and how it was set. Click [HERE](#) to access your program specific data.

I. COURSE RETENTION RATE:

TARGET RATE= 90%

In 2016-2017 the course completion rate for History Department rose from 91% to 92% which is higher than the department target rate and the Crafton target. The improvement seen over the last few years is mirroring the improvement seen institution-wide. Additionally, a new full time history instructor was hired in Spring 2017.

II. COURSE SUCCESS RATE:

TARGET RATE=75%

In 2016-2017 the course success rate was 70%, most likely due to the large class sizes in history, capped at 55. More appropriate course enrollment maximums would assist in more one on one instruction in the classroom and a higher student success rate. Additionally, most history classes in the program are taught by Part-time/Adjunct faculty. If an additional Full-time faculty member was hired, student success would increase. The students need positive student-faculty relationships, which improve via instructor participation on campus and during office hours. As the Academic Senate for California Community Colleges stated, "Part-time faculty simply cannot afford to be on campus long enough to reliably provide such non-classroom, non course-specific encounters with students. Research and documentation of the value provided to students by full-time faculty can be found in a variety of places, over a long period of time . . . In 1988, the California Legislature in section 70 of AB17251 (the fundamental California Community College reform bill) found and declared: Because the quality, quantity and composition of full-time faculty have the most immediate and direct impact on the quality of instruction, overall reform cannot succeed without sufficient numbers of full-time faculty." An additional Full-time faculty member would assist in student success and a more positive campus community.

Citations: <https://www.asccc.org/content/academic-excellence-why-californias-community-colleges-need-7525-full-time-faculty-standard>

III. FULL TIME/PART TIME FACULTY

TARGET RATE=75%

In 2016-2017 the ratio of full time faculty to part time faculty was 13.9. This is alarmingly below the 75/25 ratio. Of the 45 history sections offered in Fall 2017 and Spring 2018, 14 of them are taught by Full-time faculty (31.11%) and 31 were taught by Part-time/Adjunct faculty (68.89%). In terms of people in the program, 1 is a Full-time faculty member and 7 are Part-time/Adjunct faculty. There is a desperate need to hire another Full-time faculty member to improve the condition of the program and the student success rate. Positive student-faculty relationships and the number of history majors and transfer students will increase with another Full-time faculty member in the program.

IV. WSCH/FTEF RATIO

TARGET RATE=609

The WSCH/FTEF has decreased significantly in the History Department. In 2015-2016, the ratio was 600. In 2016-2017, the ratio was 499. Both online courses and 7:30 am courses struggle with retention. The average student capacity for a history class is 51.7, but there can be improvements via class availability and advertising or recruitment for online classes. The ideal target is 719, but an attainable target has been set at 609. This number will improve with an additional full time faculty member in the program and decreased cap sizes.

V. FILL RATE

TARGET RATE=80%

The fill rate for 2016-2017 was 69%, which seems to correlate with a college wide decline in fill rate. The college fill rate for 2016-2017 was 70%. These percentages may correlate with campus wide high enrollment maximums. A decreased cap on classes may result in higher fill rates.

Lecture based courses have a fill rate of 85.2% which meets the target rate, whereas online classes have a fill rate of 68.9%. Perhaps the program needs to reevaluate student retention in its online courses. However, the faculty will continue to research the root causes of these percentages.

6. Other Unit-Specific Quantitative and Qualitative Results

Updating this Question is Optional on the Annual Plan!

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

A. The 2016-2017 Race and Ethnicity breakdown for the program was as follows:

5.55% Multiple Races, 40.11% White, 46.30% Hispanic, 4.25% Asian, and 2.77% African American. The demographics for Asians and African Americans in the history program was slightly lower than college wide demographics.

Gender based percentages between the program and the college were nearly exactly the same.

B. In the 2016-2017 year, 8 AA degrees were awarded and 5 AAT degrees. The program wishes to increase awards by 20%. The program hopes to see an increase in student completions and success. Better scheduling strategies, decreasing barriers for students seeking associate degrees, and improved advertising for the program and career opportunities associated with it will all assist with this endeavor.

C. Perhaps more minority based course offerings may result in a shift. Via cross campus participation, the History program, the Veterans Resource Center, the Professional Development Committee, and the Honors program, activities are planned for Spring 2018 to increase minority participation and cross campus discussions regarding the minority experience. Finally, increased faculty-student campus participation and increased discussions on careers pursued with a history degree will result in more degrees awarded.

7. Evaluation

Updating this Question is Optional on the Annual Plan!

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices

- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

A. Both on-ground and online history courses fill up quickly. There can be an improvement with online courses via more transparency, communication, and personalization of the courses offered.

B. Internal partnerships with the Honors Steering Committee, the Professional Development Committee, the Library, the Tutoring Center, and the Veterans Center is excellent. Outside partnerships can indeed improve. Inviting local museums, nearby colleges and universities, libraries, and prospective employers from outside of the college should be the programs next step at improvement.

C. Innovation and implementation of best practices is ongoing. The full time history instructor recently (January 2018) attended an AVID information session along with other Crafton Hills College employees to discuss whether or not the program fit the campus community and needs. "AVID for Higher Education is comprised of two initiatives: Student Success and Teacher Preparation. These initiatives function as a holistic, integrated college success system designed for students with the determination to succeed and for campuses and teacher education programs committed to promoting student success." The discussion of adopting the program is ongoing, but the priority of the program is student success, as it will continue to be.

Citations: <http://www.avid.org/higher-education.ashx>

D. Efficiency in resources used is made apparent by the full time faculty member in the history program. For example, the full time faculty member in history utilizes the Tutoring Center and the Supplemental Instruction program every semester. Additionally, Librarians often attend classes designed to assist students with critical thinking and research skills, and success. Some adjuncts have been seen performing duties outside of the classroom, but their participation is limited for a variety of reasons, including scheduling issues. Finally, DSPS has proved an invaluable resources for students who need accommodations in and out of the classroom.

E. In terms of people in the program, 1 is a Full-time faculty member and 7 are Part-time/Adjunct faculty. There is a Supplemental Instructor for History 100 as well. Again, an additional Full-time faculty member is needed for the program.

F. Unknown. The program lead sent emails to the part-time/adjunct faculty members to include them in history and program review related decisions and reflections, but only one of the seven responded. There is poor communication in the program and therefore it is difficult to gauge whether or not unit members feel they participate effectively in planning and decision-making. Again, an additional full time faculty member would add a history presence to the campus. As of now, the full time history instructor serves on the Professional Development and Honors Steering Committees.

G. Professional Development and Training Sessions are offered frequently at Crafton Hills College and the program participates often in them.

H. Mandates: Not applicable

8. Vision

Updating this Question is Optional on the Annual Plan!

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item ([Vision Alignment](#))**: The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. **In what ways does your program advance and align with the vision of the college?**

A. VISION:

Four years from now, the program will have more students and award more degrees. After taking a history course, our students will model academic excellence and leadership. Students of history are detectives of the past, but also advise on the future. They study how people and societies formed, lived, interacted and contributed to world history. Additionally, the program will encourage critical thinking skills as students study change over time. The work of the historian is to interpret the past using evidence from diverse primary and secondary sources. Within these sources they learn of struggles by past societies and individuals, but are also inspired by greatness and models of excellence. This is an exciting and captivating means to understand from where we have come, where we are now, and where we might be headed. History students and majors will participate in more campus wide events, including the Honors Program and Professional Development. Finally, our graduates will earn positions in education, law, politics, research, writing, and cultural and historic preservation, thus serving to better the communities they live in. Students of history will determine the future.

B. ALIGNMENT WITH THE COLLEGE VISION:

Like the college vision, the program encourages deep learning via delving into diverse primary and secondary sources, which include documents in art, science, film, and music. Students in history discuss how physical, social, cultural, technological, and economic factors have impacted history. Additionally, research and critical thinking on the past informs us about human nature. Personal growth is a natural result of academic work and reflection. Our curriculum examines the history of the world, U.S., California, religion, culture, art, economics, literature, politics and a variety of other topics and developments that have shaped our world and lives. Knowledge of the past and positive student-faculty relationships will result in a renewed understanding of our world and a supportive community. Lecture, document analysis, visual learning, and group work will encourage academic discussions and cooperation among students. Good practice must respect diverse talents and therefore must be adaptable within the classroom itself. We cannot stick to rigid codes that prevent the freedom of learning. With this in mind, the ability to adapt to any students needs and passions within the academic environment is necessary. Thus, the program supports inclusive policies within the classroom itself. The full time faculty member in the program recently offered hiking along the Crafton Hills Trail Loop while history tutoring for students wishing to study beyond the classroom. This promotes a healthy mind and body and the experience reflects a supportive community in a beautiful collegiate setting. The commitment to inspire and motivate students in a collaborative climate is a key feature of the program and the college.

9. Progress on Prior Goals

Updating this Question is Required on the Annual Plan!

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - Student success and to better serve students in their quest to meet their general education and transfer requirements.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - To continue to offer the necessary courses in a two year matrix pattern to provide students with required classes for general education and transfer. Furthermore, to offer them the necessary support to succeed in the classes offered.**

Priority Rank:

1

Original Start Date:

12/01/2017

Original End Date:

12/01/2020

Revised Start Date:

12/01/2017

Revised End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

1. Promote Student Success

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Resource Requests:

- **1.1.r1 - SI Instruction Funding**

Description

There is a need for an additional SI instructor, particularly for History 101.

Rationale

There is research from the office of Institutional Effectiveness, Research & Planning that proves students that attend SI sessions are statistically more likely to succeed in a class than those that do not attend SI.

Resource Type:

Ongoing

Expenditure Category:

Part-Time / Overtime / Student (2380)

Funded:

Yes

Funding Source:

Tutoring Center

First Year Cost/Savings:

\$5,000.00/\$0.00

Second Year Cost/Savings:

\$5,000.00/\$0.00

Third Year Cost/Savings:

\$5,000.00/\$0.00

- **1.1.r2 - Additional full time instructor**

Description

There is a need to hire an additional full time instructor for the program.

Rationale

An additional full time faculty member in the program will lead to an increase in student success. Due to conflicting schedules, part time faculty cannot be on campus long enough to meet the students needs and make lasting connections. In the past, the WSCH/FTEF ratio was better because the program had two full time history professors. We need an additional history instructor on campus asap.

Resource Type:

Ongoing

Expenditure Category:

Instructors Day/Hourly (1300)

Funded:

No

Funding Source:

The District

First Year Cost/Savings:

\$90,000.00/\$0.00

Second Year Cost/Savings:

\$90,000.00/\$0.00

Third Year Cost/Savings:

\$90,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Maintain qualified faculty to teach courses**

Responsible Person:

Dean, Department Chair

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

- **1.1.a2 - Review and maintain two year course matrix annually**

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

- **1.1.a3 - Adjust courses offered to better meet the demographic needs of the college**

As per the matrix, there is a suggested shift between offering HIST 145 and HIST 150. HIST 150 (Survey of Latin American History) needs to be offered in the future, as it is accepted for both UC and CSU transfer. Additionally, Crafton Hills College is demographically 47% Hispanic as of 2016/2017 and offering HIST 150 more often may meet more minority based interests and needs. HIST 145 seems to experience lower enrollment on average. As a suggestion, HIST 145 could be offered in the Spring while HIST 150 is offered in the Fall.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Department Chair

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

- **1.1.a4 - SI & History Tutoring**

Offer SI in more class sections and increase communication about Tutoring Center resources.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Dean and Tutoring

Status Code:

Work is Completed and Ongoing

Progress Description:

SI was added to HIST 101.

Measurements/Documentation of Progress:

N/A

- **1.1.a5 - Library Workshops**

Offer Library Workshops for students interested in program related research and critical thinking skills.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Librarians and Program Instructors

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

- **1.2 - Objective - Increase and strengthen communication between full and part-time instructors with the objective of increasing participation in professional development and other campus activities.**

Priority Rank:

4

Original Start Date:

12/01/2017

Original End Date:

12/01/2020

Revised Start Date:

12/01/2017

Revised End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.2.a1 - SLO Training**

All history instructors must be properly trained on how to analyze and submit SLOs. Explore available Professional Development opportunities in this field to encourage the submission of more SLOs in the future.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

The Professional Development Committee and Sabrina Jimenez

Status Code:

Work is Underway

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

▪ **1.2.a2 - Regular Communication**

Offer improved communication and cooperation within the department. CC the Dean on all emails to the adjuncts to increase adjunct response and participation. In a unified program with a clear mission, students will feel the benefits of improved leadership. Campus wide participation and student success will increase.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Dean and Sabrina Jimenez

Status Code:

Work is Underway

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

• **2 - Goal - Increase student engagement and participation.**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase the number of History majors and program participants in campus related activities.**

Priority Rank:

2

Original Start Date:

12/01/2017

Original End Date:

12/01/2020

Revised Start Date:

12/01/2017

Revised End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

District Wide

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Improve advertising for the program**
There are many opportunities for graduates with a history degree. The program must increase awareness regarding these programs and invite prospective employers and/or colleges to advertise on behalf of the degree.
Status Code:
Work is Completed and Ongoing
Progress Description:
N/A
Measurements/Documentation of Progress:
N/A
- **2.1.a2 - Improve student-faculty relationships**
Improve student-faculty relationships via instructor participation on campus and during office hours.
Status Code:
Work is Completed and Ongoing
Progress Description:
N/A
Measurements/Documentation of Progress:
N/A
- **2.1.a3 - Maintain quality faculty to teach courses**
Maintain and add an additional full time history instructor.
Status Code:
Work is Completed and Ongoing
Progress Description:
N/A
Measurements/Documentation of Progress:
N/A
- **2.1.a4 - Explore program related opportunities on campus**
Explore research and presentation opportunities on campus via increased club, Honors Program, and Professional Development related activities.
Start Date:
12/01/2017
End Date:
12/01/2020
Responsible Person:
Department and Program Faculty
Status Code:
Work is Completed and Ongoing
Progress Description:
N/A
Measurements/Documentation of Progress:
N/A
- **2.2 - Objective - Ensure the understanding and value of primary and secondary sources to the program.**
Priority Rank:

3

Original Start Date:

12/01/2017

Original End Date:

12/01/2020

Revised Start Date:

12/01/2017

Revised End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:

Department

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.2.a1 - Monitor SLO results**

Review course SLOs, offer training in SLOs, and utilize campus resources when necessary to facilitate student and faculty success.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Program Faculty

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

- **2.2.a2 - Library Workshops**

Promote coordination with the Crafton Hills College Librarians to promote understanding of the primary and secondary sources available to students and faculty.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Librarians and Program Instructors

Status Code:

Work is Completed and Ongoing

Progress Description:

N/A

Measurements/Documentation of Progress:

N/A

▪ **2.2.a3 - Increase history related honors activities**

With improved knowledge on library resources and research opportunities on campus, the program hopes to see in an increase in History Honors student activities and presentations.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Honors Program, Librarians, Program Instructors

Status Code:

Work is Completed and Ongoing

Progress Description:

Implementing mentoring assignments as part of the honors requirements.

These assignments are in addition to the presentation requirements.

Measurements/Documentation of Progress:

N/A

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is **Required** on the Annual Plan!

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

In writing your objectives and developing your resource requests, take into account student learning and program assessment results. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they work [together](#).)

- **1 - Goal - Student success and to better serve students in their quest to meet their general education and transfer requirements.**

Priority Rank:

1

Objectives:

- **1.1 - Objective - To continue to offer the necessary courses in a two year matrix pattern to provide students with required classes for general education and transfer. Furthermore, to offer them the necessary support to succeed in the classes offered.**

Priority Rank:

1

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:
Sabrina Jimenez
Strategic Direction:
1. Promote Student Success
Impact Type:
Department
Institutional Learning Outcome:
1. Critical Thinking

Resource Requests:

▪ **1.1.r1 - SI Instruction Funding**

Description

There is a need for an additional SI instructor, particularly for History 101.

Rationale

There is research from the office of Institutional Effectiveness, Research & Planning that proves students that attend SI sessions are statistically more likely to succeed in a class than those that do not attend SI.

Resource Type:

Ongoing

Expenditure Category:

Part-Time / Overtime / Student (2380)

First Year Cost/Savings:

\$5,000.00/\$0.00

Second Year Cost/Savings:

\$5,000.00/\$0.00

Third Year Cost/Savings:

\$5,000.00/\$0.00

▪ **1.1.r2 - Additional full time instructor**

Description

There is a need to hire an additional full time instructor for the program.

Rationale

An additional full time faculty member in the program will lead to an increase in student success. Due to conflicting schedules, part time faculty cannot be on campus long enough to meet the students needs and make lasting connections. In the past, the WSCH/FTEF ratio was better because the program had two full time history professors. We need an additional history instructor on campus asap.

Resource Type:

Ongoing

Expenditure Category:

Instructors Day/Hourly (1300)

First Year Cost/Savings:

\$90,000.00/\$0.00

Second Year Cost/Savings:

\$90,000.00/\$0.00

Third Year Cost/Savings:

\$90,000.00/\$0.00

Actions/Activities:

- **1.1.a1 - Maintain qualified faculty to teach courses**
Responsible Person:
Dean, Department Chair
- **1.1.a2 - Review and maintain two year course matrix annually**
Start Date:
12/01/2017
End Date:
12/01/2020
Responsible Person:
Sabrina Jimenez
- **1.1.a3 - Adjust courses offered to better meet the demographic needs of the college**
As per the matrix, there is a suggested shift between offering HIST 145 and HIST 150. HIST 150 (Survey of Latin American History) needs to be offered in the future, as it is accepted for both UC and CSU transfer. Additionally, Crafton Hills College is demographically 47% Hispanic as of 2016/2017 and offering HIST 150 more often may meet more minority based interests and needs. HIST 145 seems to experience lower enrollment on average. As a suggestion, HIST 145 could be offered in the Spring while HIST 150 is offered in the Fall.
Start Date:
12/01/2017
End Date:
12/01/2020
Responsible Person:
Department Chair
- **1.1.a4 - SI & History Tutoring**
Offer SI in more class sections and increase communication about Tutoring Center resources.
Start Date:
12/01/2017
End Date:
12/01/2020
Responsible Person:
Dean and Tutoring
- **1.1.a5 - Library Workshops**
Offer Library Workshops for students interested in program related research and critical thinking skills.
Start Date:
12/01/2017
End Date:
12/01/2020
Responsible Person:
Librarians and Program Instructors

- **1.2 - Objective - Increase and strengthen communication between full and part-time instructors with the objective of increasing participation in professional development and other campus activities.**

Priority Rank:

4

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

2. Build Campus Community

Impact Type:

Department

Institutional Learning Outcome:

3. Interpersonal and Group Skills

Actions/Activities:

- **1.2.a1 - SLO Training**

All history instructors must be properly trained on how to analyze and submit SLOs. Explore available Professional Development opportunities in this field to encourage the submission of more SLOs in the future.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

The Professional Development Committee and Sabrina Jimenez

- **1.2.a2 - Regular Communication**

Offer improved communication and cooperation within the department. CC the Dean on all emails to the adjuncts to increase adjunct response and participation. In a unified program with a clear mission, students will feel the benefits of improved leadership. Campus wide participation and student success will increase.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Dean and Sabrina Jimenez

- **2 - Goal - Increase student engagement and participation.**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase the number of History majors and program participants in campus related activities.**

Priority Rank:

2

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

5. Enhance Value to the Surrounding Community

Impact Type:

District Wide

Institutional Learning Outcome:

4. Society and Culture

Actions/Activities:

- **2.1.a1 - Improve advertising for the program**

There are many opportunities for graduates with a history degree. The program must increase awareness regarding these programs and invite prospective employers and/or colleges to advertise on behalf of the degree.

- **2.1.a2 - Improve student-faculty relationships**

Improve student-faculty relationships via instructor participation on campus and during office hours.

- **2.1.a3 - Maintain quality faculty to teach courses**

Maintain and add an additional full time history instructor.

- **2.1.a4 - Explore program related opportunities on campus**

Explore research and presentation opportunities on campus via increased club, Honors Program, and Professional Development related activities.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Department and Program Faculty

- **2.2 - Objective - Ensure the understanding and value of primary and secondary sources to the program.**

Priority Rank:

3

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Sabrina Jimenez

Strategic Direction:

3. Develop Teaching and Learning Practices

Impact Type:
Department
Institutional Learning Outcome:
1. Critical Thinking

Actions/Activities:

▪ **2.2.a1 - Monitor SLO results**

Review course SLOs, offer training in SLOs, and utilize campus resources when necessary to facilitate student and faculty success.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Program Faculty

▪ **2.2.a2 - Library Workshops**

Promote coordination with the Crafton Hills College Librarians to promote understanding of the primary and secondary sources available to students and faculty.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Librarians and Program Instructors

▪ **2.2.a3 - Increase history related honors activities**

With improved knowledge on library resources and research opportunities on campus, the program hopes to see in an increase in History Honors student activities and presentations.

Start Date:

12/01/2017

End Date:

12/01/2020

Responsible Person:

Honors Program, Librarians, Program Instructors

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [HIST-1718-sched-matrix.xlsx](#)
- [HIST-WSCH-TargetSetting.xlsx](#)