<u>Plans for History</u> >> 2024-2025 History CHC Instructional Program Review 2024-2025

Name : 2024-2025 History CHC Instructional Program Review 2024-2025

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Instructions

Please respond to the following questions. Please consult the <u>Integrated Planning and Program Review Handbook</u> for detailed instructions, the <u>timeline</u> for due dates, and the <u>schedule</u> for the four-year plan schedule.

1. Mission

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 (<u>Mission Alignment</u>): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **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. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. 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. For example, History program participants completed assignments for Indigenous Peoples' Day 2024, 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

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, addresses equity and inclusion, and is demonstrably 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 2024-2025 the History Program has one full time tenured faculty member and 10 plus adjunct faculty members. It is part of the Division of Social Sciences (Chair, Cheryl DiBartolo) and the College of Social, Information, and Natural Sciences (Dean, Jeff Smith). An additional full time faculty member with extensive experience teaching online would be ideal. To emphasize this need, the FTEF 2023-2024 75/25 Ratio for the History program is 21.4 while the the colleges is 40.4.

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 access to effective History tutoring via our campus Tutoring Center. 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. The Program has participated in Veterans Resource Center events, Black History Month events, Honors events, Club activities, and Native American Heritage Month events.

C. ALTERNATIVE MODES OF INSTRUCTION:

We hold our traditional morning and day on-ground classes, in addition to asynchronous courses to accomadate students needs. 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 100, 101, and 150 recently received approval in CurricUNET. These revisions are necessary for C-ID approval and associate in arts for transfer. History curriculum is up-to-date, addresses equity and inclusion, and is demonstrably needs-based. As of 2023, California is listed in the top 5 States with the highest employment level in Historians. The labor market data suggests a Historians salary as follows:

Museums, Historical Sites, and Similar Institutions: $54,210

Scientific Research and Development Services: $72,410

Federal, State, and Local Government: $110,990

Management, Scientific, and Technical Consulting Services: $82,980

*Bureau of Labor Statistics 2023 annual mean wage. Most positions require bachelor's degree or above.

E. SCHEDULING MATRIX:
Please see the attached scheduling matrix.

3. External Factors with Significant Impact

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 primarily offers the basic classes for transfer in American History and World History. Topics such as African American History, Gender History and other minority based seminars can only be offered on a sporadic basis. An additional full time faculty member in the program could alleviate this pressure to fill our basic classes and allow for us to offer more diverse classes that promote equity and inclusion. In this case, focusing solely on "needs based" courses such as History 100 and History 101 prevents instructors from offering more specialty courses such as History 107 Native Peoples of North America and History 150 Latin American Survey.

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 2024 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, and HIST 140 Chicano History. The majority of the latter courses at SVBVC are normally 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. As stated in Section 2s Description of Program, California is listed in the top 5 States with the highest employment level in Historians. 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 (Four-Year Question)

Refer to the SLO Cloud to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item**: Program Learning Outcomes

a. Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified. Also, ensure that the PLOs are in the catalog, and discuss whether the program met its target for each PLO.

b. Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).

c. What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s) and to address any identified disproportionate impact (if data is available)? If none, please explain.

a. The below are based on Fall 2023 SLO & PLO reports: The program target is 70%. For Fall 2023 81.42% demonstrated an understanding that History shares with English a narrative tradition that relies on the written word to tell its story by evaluating documents. 77.04% can discuss and appraise the influence of multiple factors or "causes" in an historical event or development. 84.21% can recognize and evaluate the influence of contingency or chance in an historical event or development. 73.03% can compare, contrast and evaluate the influence or role of actions or inaction in determiningan outcome in an historical event or development. 78.77% can describe and appraise the role that "environment" (physical, social, cultural, technological and economic, etc.) may play in an historical event or development. Etc. Overall, the program met its target.

The qualitative feedback stated the following:

"New strategies: more required oral presentations. In the future I will focus on "no show" students through active outreach. I had several VA students who disappeared from the class. They ignored my efforts at contact, but I will go through the VRC next time."

"Some of my honors students have struggled to present at research conferences on campus due to work restrictions, nerves, etc... In the future I plan on creating an alternative assignment: Book Club Discussions, Critical Thinking Assignments, Mentoring Assignments, and/or Podcasts."

"This class was an absolute blast because I deviated from typical structure and allowed the students to lead the discussions. It was a unique strategy, as the students were extremely knowledgeable in history to begin with. I addressed learning gaps by meeting with students individually who struggled and discussed better note taking strategies with them."

"This class had a high success rate. Lower class caps help with success rates. Many of these students had taken a History class before, so they were well trained in analyzing primary and secondary sources prior to the start of class."

"Using the messaging directly from the Canvas gradebook was helpful, when reaching out to students who hadn't posted prior to an upcoming deadline. My students had a higher success rate altogether since using this function, it is much more effective than announcements but I use both."

The submission of qualitative feedback in the PLO assessment results has improved which has made answering section b easier.

b. Maintain communication with "no show" students by using Canvas messages and Starfish. 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. Utilize Starfish and connect students with resources when struggling with school and life issues that may hurt their grades. The students need positive student-faculty relationships, which improve via instructor participation on campus and during office hours. This is more likely to happen with full time faculty member presence on campus. See Section 5 II. Instructional improvements include actions such as sharing Basic Needs Services at CHC in each Canvas Shell and in person. For example, raise awarness regarding COACH Cupboard Food Pantry, 2-1-1 Inland Empire, Student Life, Student Emergency Needs Fund Application, Health & Wellness Center. Starfish can also be utilized for connecting students with resources. While the History program improved in areas such as African American student success rates, there was some disproportionate impact among our Hispanic student populations. Utilizing the latter resources can be helpful in improving success rates.

c. Plan program activities that contribute to professional growth and development. For example, offering PD sessions that facilitate connections with Hispanic students can be really helpful. Improved connections include showcasing cultural diversity. Right now the college offers Día de los Muertos events but many of the Hispanic Heritage celebrations are specific to the region of Mesoamerica and a given set of practices. The Caribbean and South American territories are largely ignored in these celebrations which is a huge disservice to many of our Hispanic students. Improving cultural relevance, avoiding generalizations about entire ethnic populations, and showcasing cultural diversity can assist in eliminating the disproportionate impact. Is there a plan to include religious and political beliefs when analyzing disproportionate impact? I am requesting we do, to better analyze our student populations. For example, some Catholics may have differing beliefs about celebrating Día de los Muertos because the holiday originated in pre-Christian culture. However, others believe that Catholics can celebrate Día de los Muertos as long as it doesn't contradict their faith. Nonetheless, Hispanic students who classify themselves as Seventh-day Adventists are less likely to participate in pre-Christian holidays and cultural customs. Data indicating religious and poltical beleifs could be useful in analyzing attendance at other events on campus as well. Diversity, Equity, Inclusion, Anti-Racism, and Accessibility policies can only improve with more data points.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

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, provide an explanation for the target that has been set, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard 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, develop strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity, and include any strategies in the action plan (i.e. Q10). **Please visit the Completion & Success Dashboard 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? **Please visit the Full-Time/Part-Time Faculty Ratio Dashboard 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.) **Please visit the WSCH/FTEF Dashboard 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. **Please visit the Fill Rate Dashboard to access your program specific data**.

Target rates are set according to the historical usage of target rates in the History program.

I. COURSE RETENTION RATE:
TARGET RATE= 90%

From 2022 to 2024 the course completion rate for History Department has held strong at 93%. The History program has set a sound target and has met the target. While there was no disproportionate impact in 2022-2023, there was minor disproportionate impact in 2023-2024 among Hispanic Students. Offering PD sessions that facilitate connections with Hispanic students can be really helpful, in addition to reminding faculty about invaluable resources such as Canvas messaging and Starfish.

Success may also be hindered by 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. An additional full time faculty member with extensive experience teaching online would be ideal. To emphasize this need, the FTEF 2023-2024

75/25 Ratio for the History program is 21.4 while the the colleges is 40.4. Finally, the Tutoring Center is an invaluable resource for Crafton Hills College Students.

II. COURSE SUCCESS RATE:
TARGET RATE=75%

From 2022 to 2024 the course success rate for History Department has held strong at 76%. The History program has set a sound target and has met the target. While there was no disproportionate impact in 2022-2023, there was minor disproportionate impact in 2023-2024 among Hispanic Students. Offering PD sessions that facilitate connections with Hispanic students can be really helpful, in addition to reminding faculty about invaluable resources such as Canvas messaging and Starfish.

Success may also be hindered by 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. An additional full time faculty member with extensive experience teaching online would be ideal. To emphasize this need, the FTEF 2023-2024 75/25 Ratio for the History program is 21.4 while the the colleges is 40.4. Finally, the Tutoring Center is an invaluable resource for Crafton Hills College Students.

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 2022-2023 the ratio of full time faculty to part time faculty was 29. In 2023-2024 it was 21.4. This is still alarmingly low compared to the college 2023-2024 ratio of 40.4. We need an additional full time History professor. Most classes in the history program are taught by adjunct faculty. While they are excellent instructors, there is a need for more of a presence on campus. In terms of people in the program, 1 is a Full-time faculty member and 10+ are Part-time/Adjunct faculty. There is a desperate need to hire another Full-time faculty member with experience in online teaching to improve the conditon 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.

Additionally, 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 and engagement. In the distant past, the WSCH/FTEF ratio was better because the program had two full time History professors. We need an additional History instructor on campus who can teach both online and in-person sections.

IV. WSCH/FTEF RATIO

TARGET RATE=609
The WSCH/FTEF has decreased significantly in the History Department since the pandemic. In 2019-2020, the ratio was 649 and as of 2023-2024 it is 468. However, it is higher than the college WSCH/FTEF 2023-2024 ratio of 422. I believe the attainable target of 609 is reasonable given the History program is likey to imporve with lower class caps, as it will likely result in closing the WSCH/FTEF gap between instructions methods of in-person lecture vs online. For example the in-person WSCH/FTEF Ratio is 513 while the online is 607. Lastly, this number will improve with an additional full time faculty member in the program who has experience in teaching both in-person and online. If class caps are not addressed in the near future, there will be a discussion to lower the target rate and/or increase the number of online classes offered and decrease in-person lecture offerings.

V. FILL RATE

TARGET RATE=80%
Fill rates have decreased significantly in the History Department since the pandemic. In 2019-2020, the rate was 71.5% and as of 2023-2024 it is 57.4% but the section cap has also increased from 1,932 to 2,061. A decreased cap on classes may result in higher fill rates. Lecture based courses have a fill rate of 59.5%, whereas online classes have a fill rate of 69.8%. This number will improve with lowered class caps and an additional full time faculty member in the program who has experience in teaching both in-person and online. If class caps are not addressed in the near future, there will be a discussion to lower the target rate and/or increase the number of online classes offered and decrease in-person lecture offerings.

6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item**: How do your program student demographics relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? Include any plan to address discrepancies in the action plan (Q10) – **please visit the Demographics Dashboard 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.). **Please visit the Degrees & Certificates Dashboard 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? Include any plans in the action plan (Q10).

A. The 2023-2024 Race and Ethnicity breakdown for the History program is as follows:

6.22% Multiple Races, 32.47% White, 51.67% Hispanic, 4.55% Asian, and 3.71% African American. The demographics were similar to the college wide demographics. Gender based percentages between the program and the college were nearly the same, with a 2% variation. There are no significant discrepencies to warrant a plan to change the program. Since 2019-2020 there has been a slight increase in the number of Hispanic students in the program, which could help account for the disproportionate impact mentioned in Section 4. Improved PD offerings, as well as utilizing Starfish and Canvas messages can assist with the success rates.

B. In 2023-2024, 12 AA degrees were awarded and 25 AAT degrees. This is a huge increase in the past decade, despite the impact of the pandemic. For example, in the 2016-2017 year, 8 AA degrees were awarded and 5 AAT degrees. Over the same amount of years there has been an increase in Hispanic students earning both AA and AAT degrees however there was a recent decline in the past two years while there was an increase in white students earning a degree. Keep in mind, this does not include data regarding students who have successfully transferred without a degree. Regardless, the program hopes to see a further 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. Finally, an additional full time instructor in History would assist in program development and degrees awarded.

C. Better advertising for the History program has resulted in an increase in program success. Increased faculty-student campus participation and increased discussions on careers pursued with a history degree will result in more degrees awarded. Once again, an additional full time instructor in History would assist in program development and degrees awarded. Unfortunately the cost of living is such in California that many students will find pursuing degrees in STEM more viable as a career option. State funding is certainly supportive of STEM and English at the cost of other programs but with more support from College leadership and improved advertising for careers in History, the program can and will excel.

7. Evaluation

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. Online history courses fill up quickly. Starfish trainings and Canvas tutorials have had a positive impact on course quality, communication and transparency efforts. In-person lecture classes have struggled since the pandemic but there is improvement both in History and campus wide. I am interested in exploring hybrid options, as they have been successful in Anthropology. There is a plan to look into curriculum edits in the Spring of 2025 to offer this additional modality.

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. The President does invite History students to a table at the Lincoln Memorial Shrine Gala once a year and this has proved to be a fun event; the students remember as a hilight of their college experience.

C. Innovation and implementation of best practices is ongoing. All instructors in the History program attend a wide array of Professional Development activities, including Historical conferences, Canvas trainings, Equity and Inclusion, and analyzing Disaggregated Data trainings.

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 accomodations in and out of the classroom. History has no additional funding, but there is a plan to request a small financial fund for possible program events and field trips.

E. In terms of people in the program, 1 is a Full-time faculty member and 10 plus are Part-time/Adjunct faculty. Again, an additional Full-time faculty member is needed for the program. To emphasize this need, the FTEF 2023-2024 75/25 Ratio for the History program is 21.4 while the the colleges is 40.4.

F. The program lead has sent emails to the part-time/adjunct faculty members to include them in History program related decisions and reflections in the past, but only one or two usually responded. Adjuncts often have complex schedules, working for multiple institutions. With this in mind, there is poor communication in the program and therefore it is difficult to guage 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 and assist in the program workload.

G. Professional Development is offered frequently at Crafton Hills College and via outside resources and the program participants are very active in attending trainings.

H. Not applicable.

8. Vision

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 empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **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 and outside the classroom. Many program faculty have liasons across campus, from Tutoring, the Library, to the Honors program. We utilize campus resources to facilitate learning in unique ways. For example, many History students have collaborated to create culturally relevant Zines offered via Library workshops. 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

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: 12/01/2020 **Original End Date:** 12/01/2024
    Revised Start Date: 12/01/2020 **Revised End Date:** 12/01/2024
    Responsible Person: Sabrina Jimenez
    Strategic Direction : 3. Increase Student Success and Equity
    Impact Type: Department
    Institutional Learning Outcome: -- Pick One --

Resource Requests:

- **1.1.r1 - 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: Site
  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**

  Maintain qualified faculty to teach courses via professional development and department participation.

  Start Date: 01/01/2020 **End Date:** 01/01/2024
  Responsible Person: Dean, Department Chair
  Status Code: Objective was Removed
  Progress Description:

  4 new adjuncts were hired in the past two years.

  Measurements/Documentation of Progress:

na

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

Review and maintain two year course matrix annually. Work with chairs council to meet these requirements.

Start Date: 12/01/2020 **End Date:** 12/01/2024
Responsible Person: Sabrina Jimenez
Status Code: Objective was Removed
Progress Description:

na

Measurements/Documentation of Progress:

na

- **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. HIST 145 is offered in the Fall while HIST 150 is offered in the Spring. This has been implemented and it is successful thus far. Continued efforts.

Start Date: 12/01/2020 **End Date:** 12/01/2024
Responsible Person: Department Chair
Status Code: Objective was Removed
Progress Description:

na

Measurements/Documentation of Progress:

na

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

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

  Start Date: 12/01/2020 **End Date:** 12/01/2024
  Responsible Person: Dean and Tutoring
  Status Code: Objective was Removed
  Progress Description:

  na

  Measurements/Documentation of Progress:

  na

- **1.1.a5 – Increase Starfish Usage, especially in reference to Basic Needs**

  Maintain communication with "no show" students. The # of Students NOT Meeting the SLO Rubric were absent and failed to submit assignments. Goal 1: keep in touch with absent students regarding course requirements and withdrawal deadlines. Utilize Starfish and connect students with resources when struggling with school and life issues that may hurt their grades. Goal 2: Share Basic Needs Services at CHC in each Canvas Shell and in person. For example, raise awarness regarding COACH Cupboard Food Pantry, 2-1-1 Inland Empire, Student Life, Student Emergency Needs Fund Application, Health & Wellness Center. Starfish can also be utilized for connecting students with resources. Explore this resource further.

  Start Date: 12/01/2020 **End Date:** 12/01/2024
  Responsible Person: Sabrina Jimenez
  Status Code: Work is Completed and Ongoing
  Progress Description:

  na

  Measurements/Documentation of Progress:

na

- **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: 12/01/2020 **Original End Date:** 12/01/2024

  Revised Start Date: 12/01/2020 **Revised End Date:** 12/01/2024

  Responsible Person: Sabrina Jimenez

  Strategic Direction :

   4. Develop a Campus Culture that Engages Students, Employees, and the Broader 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. Ongoing.

    Start Date: 12/01/2020 **End Date:** 12/01/2024

    Responsible Person: The Professional Development Committee and Sabrina Jimenez

    Status Code: Objective was Removed

    Progress Description:

    na

    Measurements/Documentation of Progress:

    na

  - **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: 12/01/2020 **End Date:** 12/01/2024

Responsible Person: Dean and Sabrina Jimenez

Status Code: Objective was Removed

Progress Description:

na

Measurements/Documentation of Progress:

na

- **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: 12/01/2020 **Original End Date:** 12/01/2024

    Revised Start Date: 12/01/2020 **Revised End Date:** 12/01/2024

    Responsible Person: Sabrina Jimenez

    Strategic Direction : 1. Increase Student Enrollment

    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.

      Start Date: 12/01/2020 **End Date:** 12/01/2024

      Responsible Person: Sabrina Jimenez

      Status Code: Work is Completed and Ongoing

Progress Description:

na

Measurements/Documentation of Progress:

na

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

Improve student-faculty relationships via instructor participation on campus and during office hours. This would be assisted by an additional full time faculty member in History.

Start Date: 12/01/2020 **End Date:**   12/01/2024
Responsible Person: Sabrina Jimenez
Status Code: Objective was Removed
Progress Description:

na

Measurements/Documentation of Progress:

na

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

Maintain and add an additional full time history instructor. We need improved communication within the program. The department has suggested potlucks with the adjuncts to improve morale and connection to the college community.

Start Date: 12/01/2020 **End Date:**   12/01/2024
Responsible Person: Department Chair and Vice President of Instruction and History Lead
Status Code: Objective was Removed
Progress Description:

na

Measurements/Documentation of Progress:

na

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

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

  Start Date: 12/01/2020 **End Date:**   12/01/2024
  Responsible Person: Department and Program Faculty
  Status Code: Objective was Removed
  Progress Description:

  na

  Measurements/Documentation of Progress:

  na

- **2.2 – Objective – Ensure the understanding and value of primary and secondary sources to the program.**
  Priority Rank: 3
  Original Start Date: 12/01/2020 **Original End Date:**   12/01/2024
  Revised Start Date: 12/01/2020 **Revised End Date:**   12/01/2024
  Responsible Person: Sabrina Jimenez
  Strategic Direction :   5. Foster and Support Inquiry, Accountability, and Campus Sustainability
  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: 12/01/2020 **End Date:**   12/01/2024
    Responsible Person: Program Faculty

Status Code: Work is Completed and Ongoing
Progress Description:

na

Measurements/Documentation of Progress:

na

- **2.2.a2 – 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: 12/01/2020 **End Date:** 12/01/2024
  Responsible Person: Honors Program, Librarians, Program Instructors
  Status Code: Objective was Removed
  Progress Description:

  na

  Measurements/Documentation of Progress:

  na

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

NOTE: Beginning in Fall 2024, prior-year goals, objectives, and resource requests will not be copied over to the current-year plan. Writers are required to manually enter goals, objectives, and any applicable resource requests.

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 - 3. Increase Student Success and Equity**
  Priority Rank: 1
  Objectives:
  - **1.1 - Objective - Continue lobbying for additional full-time faculty.**
    Priority Rank: 2
    Start Date: 10/28/2024 **End Date:** 10/30/2028
    Responsible Person: Kevin Horan
    Strategic Direction (Goal): 3. Increase Student Success and Equity
    Impact Type: Site
    Institutional Learning Outcome: Not Applicable
    Resource Requests:
    - **1.1.r1 - Full-Time Faculty**
      Description

      Continue lobbying Administration for more full-time faculty at Chairs Council.

      Rationale

      Abundant research has shown that a lower ratio of student to full-time faculty promotes increased student success.

      Resource Type: Ongoing
      Expenditure Category: Contract Classroom Inst. (1100)
  - **1.2 - Objective - Increase Starfish Usage, especially in reference to Basic Needs.**
    Priority Rank: 3
    Start Date: 10/28/2024 **End Date:** 10/30/2028
    Responsible Person: Program Faculty
    Strategic Direction (Goal): 3. Increase Student Success and Equity
    Impact Type: Only Students
    Institutional Learning Outcome: Not Applicable
  - **1.3 - Objective - Decrease course enrollment maximums.**
    Priority Rank: 4

Start Date: 10/28/2024 **End Date:** 10/30/2028

Responsible Person: Keith Wurtz

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: Not Applicable

- **1.4 – Objective – Promote and support History-specific professional development that is equity-minded and culturally responsive**
  Priority Rank: 8
  Start Date: 10/28/2024 **End Date:** 10/30/2028
  Responsible Person: Program Faculty
  Strategic Direction (Goal): 3. Increase Student Success and Equity
  Impact Type: Only Students
  Institutional Learning Outcome: Not Applicable

- **1.5 – Objective – Canvas communication via Announcements and Gradebook messaging: keep in touch with absent students regarding course requirements and withdrawal deadlines.**
  Priority Rank: 9
  Start Date: 10/28/2024 **End Date:** 10/30/2028
  Responsible Person: Program Faculty
  Strategic Direction (Goal): 3. Increase Student Success and Equity
  Impact Type: Only Students
  Institutional Learning Outcome: Not Applicable

- **2 – Goal - 1. Increase Student Enrollment**
  Priority Rank: 2
  Objectives:

  - **2.1 – Objective – Improve advertising for the program**
    Priority Rank: 5
    Start Date: 10/28/2024 **End Date:** 10/30/2028
    Responsible Person: Program Faculty
    Strategic Direction (Goal): 1. Increase Student Enrollment
    Impact Type: Only Students
    Institutional Learning Outcome: Not Applicable

  - **2.2 – Objective – Monitor SLO results**

Priority Rank: 6

Start Date: 10/28/2024 **End Date:** 10/30/2028

Responsible Person: Program Faculty

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Only Students

Institutional Learning Outcome: Not Applicable

- **2.3 – Objective – Plan program activities that contribute to professional growth and development**
  Priority Rank: 7

  Start Date: 10/28/2024 **End Date:** 10/30/2028

  Responsible Person: Program Faculty

  Strategic Direction (Goal): 1. Increase Student Enrollment

  Impact Type: Site

  Institutional Learning Outcome: Not Applicable
  Resource Requests:

  - **2.3.r1 – Field Trips**
    Description

    Funding for Field Trips and Excursions

    Rationale

    Field trips offer many academic and social-emotional benefits for students.

    Resource Type: Ongoing

    Expenditure Category: Instructional Supplies (4300)

    First Year Cost/Savings: $500.00/$0.00

    Second Year Cost/Savings: $500.00/$0.00

    Third Year Cost/Savings: $500.00/$0.00

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.

- 2024 History Scheduling Matrix.xlsx