

[Plans for History](#) >> 2012 - 2013 History CHC Instructional Program Review 2012- 2013

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Name :
2012 - 2013 History CHC Instructional Program Review 2012-2013
Principal Preparer :
Jane Beitscher
Progress Report Preparer :
Jane Beitscher

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Instructions

Please respond to the following questions. Please consult the Integrated Planning and Program Review Handbook for detailed instructions.

1. Description of Program

Assume the reader doesn't know anything about your program. Please describe your program, including the following:

- a. Organization (including staffing and structure)
- b. Mission, or primary purpose
- c. Whom you serve (including demographics)
- d. What kind of services you provide
- e. How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)
- f. **Rubric Item:** [Needs-Based Curriculum](#) (Note: All instructional departments must consider the results of their most recent curriculum reviews in this section.)
- g. **Rubric Item:** [Scheduling Matrix](#) (Attach your scheduling matrix.) [Click here for sample!](#)

A. ORGANIZATION, INCLUDING STAFF AND STRUCTURE:

As of 2012-2013 the History Program has one full time tenured faculty member and two adjunct faculty members. It is part of the Division of Social Sciences (Chair, Julie McKee) and the College of Arts and Sciences (Dean, Richard Hogrefe)

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.

C. WHOM DO YOU SERVE:

The History Program is open to all students at Crafton Hills College. According to the most recent data for Fall 2011, 577 students out of the CHC total of 5,659 took history classes. Of those 577, 48.4% were female; 51.5% were male; 82.4% were age 24 or younger. These statistics generally follow the college pattern. As far as ethnicity is concerned, the two largest ethnic groups taking history classes are Caucasian-53% (CHC total=47.6%) and Hispanic-33.3% (CHC total=36.2%). In Fall 2011, African-American students at CHC comprised 7.1% of the total student body; African-American students in the History Program were 6.8%. See Section 5 for a discussion of these statistics.

D. WHAT KIND OF SERVICES DO YOU PROVIDE?

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, AA-T degree with a major in History (CSU), and meet transferable lower division electives for other four-year institutions. Therefore, the History Program provides classes in American History (History 100 and History 101), World History (History 170 and History 171), and California History (History 145). In the past three years, it has also offered a seminar in World War I studies through Interdisciplinary Studies (IS 200A). All of the history classes have a departmental recommendation of eligibility for English 101. IS 200A has a prerequisite of History 101.

All history classes have an Honors Section attached to them. History 101 has been part of the Learning Community offerings; it has been linked with Sociology (Minority Relations), Library Science, and CHC 099.

History 100 and History 101 are part of the Student Instruction (SI) program funded by Title V grants.

E. HOW DO YOU PROVIDE THEM:

The history classes are spread evenly over the academic week. History 100 and History 101 are offered at night as well as the in the mornings and afternoons. World History is offered in the morning in consecutive semesters. California History is offered each spring semester in the evening. All history classes are traditional lecture classes; history faculty also use power point, documentaries, and primary sources for critical analysis and response papers.

F. NEEDS BASED CURRICULUM:

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.

CHC AA DEGREE: Section B: Social and Behavioral Sciences: HIST 100, 101, 170, 171 OR
Section C: Humanities and Fine Arts: HIST 100, 101, 145, 170, 171
Section F: Diversity and Multiculturalism: HIST 170, 171
American Heritage: HIST 100, 101, 145

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

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

CURRICULUM REVISIONS: All History classes have been updated in CurricuNet. History 145
is a new class which was first offered in Spring 2012.

G. SCHEDULING MATRIX:

Since there are only eight sections of history classes offered each semester, the scheduling matrix
has remained the same for the last two years. In the fall there are seven American History
sections and the first half of World History. In the spring, there are six American History
sections offered, the second half of World History and one section of California History. The
History Program does its best to accommodate students attending in the morning, afternoon and
evening as the following matrices demonstrate.

A typical scheduling matrix for the fall semester looks like the following:

HIST 100

MW 9:00-10:20 AM

MW 3:00-4:20 PM

TTH 1:00-2:20 PM

M 7:00-9:50 PM

HIST 101

MW 1:00-2:20 PM

TTH 9:30-10:50 AM

T 7:00-9:50 PM

HIST 170

TTH 11:00 AM-12:20 PM

A typical scheduling matrix for the spring semester looks like the following:
HISTORY 100

MW 3:00-4:20 PM
TTH 1:00-2:20 PM
T 7:00-9:50 PM

HIST 101

MW 9:30-10:50 AM
MW 1:00-2:20 PM
TTH 9:30-10:50 AM

HIST 171

TTH 11:00 AM -12:20 PM
HIST 145 M 7:00-9:50 PM

2. 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:

Section offerings in the History Program have been steadily reduced in the last three years from thirteen sections to eight sections. The History Program can only offer the basic “bread and butter” classes in American History and World History. In order to stay within the basic parameter of eight sections, an American History section has to be dropped in order to accommodate California History. Special topics such as the World War I topics seminar can only be offered on a sporadic basis.

On the other hand, budget constraints have forced various departments to be more creative in and committed to the Learning Communities. American History has been linked with Sociology, Library Science and CHC 099. All of these pairings were successful in providing students with multiple educational and research opportunities, including increasing familiarity with databases and power point presentations. In Spring 2013 History 101 and English 101 will be linked for the first time.

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 are oversubscribed; see Section 5 of this report.

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:

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.

3. Progress on SLOs

Rubric Item: [Student Learning Outcomes](#)

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.

A. STUDENT LEARNING OUTCOMES

SLOs have been developed for History 100, 101, 170, 171, 145. Below is a typical example of an SLO for History 101.

SLO: To test whether students understand an historical event in terms of its social, political, legal, economic and/or religious influences.

SLO QUESTION: Who was eligible to vote in the presidential election of 1876 and why? Who was not eligible to vote and why not?

ASSESSMENT: This was an in-class short answer question to establish the connection between an historical event and resultant political behavior.

MEASUREMENT: The question was part of a final exam and was worth 4 points.

ANALYSIS: Passing score=3.

RESULTS:

4 POINTS = 8

3 POINTS = 3

2 POINTS = 20

1 POINT = 5

0 POINTS = 4

SUMMARY: 40 students answered this question on the final.

27.5% passed the question

72.5% failed the question.

INTERPRETATION: This data comes from a Friday morning bloc class which met once per week from 9:00-11:50 AM. This question involves the Fifteenth Amendment to the Constitution which gave black freedmen the right to vote. It was covered in the first week of the semester.

Since this History 101 class met only once per week, it was difficult to review previous material, since a whole week of lecture, textbook assignments, documentary films and primary source analysis had to be completed in a three-hour time period.

The end of the semester was packed with information, and students did not make the connection between the Fifteenth Amendment and the Civil Rights legislation of the Johnson presidency.

B. INSTRUCTIONAL IMPROVEMENTS:

The primary focus will be to improve the pacing of information in History 101 classes so that the end of the semester is not so packed with information.

The secondary focus will be to review and connect current lecture material with past materials.

C. ASSESSMENT CYCLE:

All history classes are on a three-year assessment cycle; click [here](#) to see the cycle. Please note that History 145 was first offered in the Spring 2012 semester; its SLOs will be due for review in Spring 2015.

This SLO data was submitted to the SLO Coordinator, Gary Williams. While researching SLOs for this document, it was found that it had not been electronically recorded. The History Program will now be switching to the Nichols model so that SLO data can be directly entered into the system.

4. Quantitative and Qualitative Results

Please provide...

- a. A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)
- b. A summary of the results of these measures
- c. What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?

A. OTHER MATERIALS NOT INCLUDED IN QUESTION 5:

Transfer Program: In keeping with the college mission to be a premier transfer institution, the History Program is heavily involved with the Transfer Center. Two of its faculty (one full time, one adjunct) are transfer advocates who work at the Mobile Transfer Center, attend transfer workshops, allow representatives from the UC and CSU systems to talk to students in their classrooms, and give extra credit points for attending the Transfer Fair held each fall semester.

Honors Program: All honors sections are usually filled to their limits and their caps may have to be increased as the Honors Program develops and expands.

Anecdotal Material: Student letters, emails, Facebook postings all reference the excellent history program and professors at CHC. In addition, the SI (Supplemental Instruction) leader for History 101 was a former student who now attends CSUSB. He constantly tells the students what to expect at Cal State and how various worksheets and writing assignments will help students to transition to the rigor of a four year university.

B. SUMMARY OF RESULTS OF THESE MEASURES

The Planning and Program Review data support the material presented Question 4A. For example, 82.4% of students taking history classes in the Fall semester 2011 are under the age of 24. This means that transfer information will be very helpful in planning their academic future. Enrollment in the Honors Program and success in honors classes are indicated on their transcripts and gives them an advantage over other students in the admissions process. The Honors Program also has TAP agreements with other schools such as UCLA, which guarantees automatic admittance in the junior year.

Another example is the retention rate of students enrolled in history classes. In 2011-2012 it was 89%, well above the college norm. Once again, the Transfer Program and Honors Program play a large role in this statistic, since these programs are very visible on campus.

C. EVALUATION OF MEASURES:

The History Program would like to track number of students that graduate who have taken history classes. In conjunction with Dean Hogrefe, the History Program is considering changing its departmental recommendation of English 101 to a prerequisite in order to maintain the rigor of its program.

5. Performance on Data Items

Please discuss your program's performance on each program specific data item as provided by the Office of Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it...

a. Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the ORP Web Site, and in the PPR Handbook.)

i) **Rubric Item:** [Course Completion Rate](#) (formally retention) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)

ii) **Rubric Item:** [Course Success Rate](#) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)

iii) **Rubric Item:** [Full-Time/Part-Time Faculty Ratio](#) (The target is 75% or higher. Use the data provided by the ORP and please provide a reason for any deviation from the target.)

iv) **Rubric Item:** [WSCH/FTEF Ratio](#) (Use the data provided by the ORP to set a target and provide an explanation for the target that has been set.)

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

Please click [here](#) to view data.

A. COURSE COMPLETION RATE:

Target Rate= 80%.

The course completion rate for the History Program is significantly higher than the target rate and has continued to rise over the last several years. The completion rate for 2011-2012 was 89.0%, up from 85.9% (2007-2008). This increase can be attributed to several factors:

History Program involvement with Learning Communities: Students in Learning Communities have a greater commitment to finish classes because they must stay in the Learning Community to earn credits for the two or more classes taken. Students who drop out of Learning Communities lose at least two classes (six units).

Transfer Center: the addition of and the increased activities of the new Transfer Center have increased student awareness of what is needed to transfer to four-year institutions.

Honors Program: Honors students have a greater commitment to completing classes, since the Honors designation is a positive indicator on their transcripts.

Continued faculty discussions on new ways to present core concepts to digitally directed students.

B. COURSE SUCCESS RATE:

Target Rate=75%

The course success rate for the History Program has improved over the last several years but has still not reached the target rate. The success rate for 2011-2012 was 69.4%, up from low of 55.4% in 2008-2009. This increase can be attributed also to the factors cited above. As noted in 4C, a prerequisite of English 101 would certainly contribute to student success and retention, since the critical thinking and writing component of the History Program would be easier for students. And as noted in 5E, impacted classes may have a deleterious effect on a variety of students, such as disabled students, shy or quiet students who may feel “lost in the crowd”, and sporadic attendance students whose absence may not be noted.

C. FULL TIME/PART TIME FACULTY RATIO:

Target Rate= 75%.

The History Program is well below the goal of 75%. This is due to budget constraints, reduction in courses, the retirement and non-replacement of one full time tenured faculty member in 2009.

D. WSCH/FTET RATIO:

Target Rate= 525

The History Program has always had a higher ratio than the norm (525) for California Community Colleges. It has steadily increased from 594.86 (2007-2008) to 1008.00 in 2011-2012, which is nearly double the norm. The typical history class has 65 students as its cap, and often serves more students—as much as the room can hold. History classes are taught in BC 101 (holds 75 students) and LRC 231 (holds 109 students).

E. FILL RATE:

Target Rate=80%

The fill rate for history classes over the last two years has been over 100% for the last two years. This has occurred because of the reduction in the number of classes offered, and the willingness of the History faculty (both full time and adjunct) to teach beyond the cap for the class. While the History Program is serving a maximum number of students, it needs to assess the effect of such large classes on student learning and retention.

6. Evaluation

What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.

- Representativeness of population served
- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)
- Partnerships (internal and external)
- Implementation of best practices
- Efficiency in operations
- 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
- Innovation
- Compliance with applicable mandates

A. POPULATION SERVED:

The History Program is open to all students at Crafton Hills College. According to the most recent data for Fall 2011, 577 students out of the CHC total of 5,659 took history classes. Of those 577, 48.4% were female; 51.5% were male; 82.4% were age 24 or younger. These statistics generally follow the college pattern. As far as ethnicity is concerned, the two largest ethnic groups taking history classes are Caucasian-53% (CHC total=47.6%) and Hispanic-33.3% (CHC total=36.2%). In Fall 2011, African-American students at CHC comprised 7.1% of the total student body; African-American students in the History Program were 6.8%.

B. ALTERNATIVE MODES OF DELIVERY:

History 101 has been paired in Learning Communities with CHC 099, Minority Relations (Sociology) and English 101.

There are no on-line or hybrid history classes.

C. INTERNAL AND EXTERNAL PARTNERSHIPS:

INTERNAL: Learning Communities and Transfer Program

EXTERNAL: All of the adjunct professors in the History Program teach at different schools. Currently, Gerarda Costello teaches at the University of Redlands and Riverside Community College, and Ea Madrigal, a Ph.D. student at UCR, teaches at UCR. While these are not formal partnerships, the History Program has developed ties at these two schools because of these two adjuncts.

D. BEST PRACTICES:

The State Educational Resource Center (SERC) has defined best practices in the following manner on its website (<http://ctserc.org>):

1. Clear and common focus
2. High standards and expectations
3. Strong leadership
4. Supportive, personalized and relevant learning
5. Parent/community involvement
6. Monitoring, accountability and assessment
7. Curriculum and instruction
8. Professional development
9. Time and structure

This Planning and Program Review document clearly illustrates that the History Program follows best practices.

E. EFFICIENCY IN OPERATIONS:

The attached matrix shows that the History Program offers courses in the morning, afternoons and evenings.

F. EFFICIENCY IN RESOURCE USE:

The History Program places all of its major textbooks on reserve at the Learning Resource Center.

Individuals in the History Program also contribute to the textbook fund, which was developed for students who cannot afford textbooks.

G. STAFFING:

Dr. Jane Beitscher Full time tenured faculty

Ea Madrigal Adjunct faculty

Gerarda Costello Adjunct faculty

H. PARTICIPATION IN SHARED GOVERNANCE:

The History Faculty serve on the Honors Committee and in the past have served on Educational Policy and Student Interests. Professor Beitscher was also a member of the Academic Senate until her schedule changed to a MW 3 pm class. Both Professor Beitscher and Gerarda Costello serve as Transfer Advocates. When possible, the History Faculty attend meetings called by CHC administrators.

I. PROFESSIONAL DEVELOPMENT AND TRAINING:

The History Faculty has attended many workshops on and off campus on Learning Communities, the Honors Program, transfer advocacy and multiculturalism.

J. INNOVATION:

History 101 was part of the pilot program for CHC Learning Communities. In addition it was instrumental in the development of the Honors Program and the first to sign up for the Transfer Advocacy Program.

K. MANDATES

Not applicable.

7. Vision and Mission

- a. Tell us your [vision](#): Where would you like your program to be three years from now?
- b. **Rubric Item (Alignment)**: Describe how your mission from question 1B and vision align with and contribute to the college's [mission](#) and [vision](#), as specified in the CHC Educational Master Plan.

A. VISION:

The History Program will continue to support a thriving transfer program, and a dedicated honors program. The History Program is hopeful that budget restrictions will be lifted and smaller classes and more sections of its core curriculum can be reintroduced in the next three years to enhance student learning. The History Program is highly focused on developing classes to augment the American and World history courses, e.g. Native American History, Chicano/Latino History, Gender History. Once California's budget is in the black and more money can be dedicated to education, the CHC History Program will be facing competition from other community colleges with a more varied curriculum. It would be wise to plan for this in advance.

B. CONTRIBUTION TO COLLEGE MISSION AND MASTER PLAN:

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.

The History Program supports the Master Plan by promoting diversity in the classroom through lecture, textbooks and primary source assignments.

The History Program works individually and collaboratively with other academic departments through the Learning Community curriculum and other CHC institutions through the Transfer Advocacy Program.

8. Progress on Prior Goals

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

- **1 - Goal - The primary goal of the History Program is to enter SLO Data for assessment**

As far as physical and technological capacity goes, all history faculty are happy with their room assignments and the supportive technology in those classrooms. All faculty have their own PowerPoint presentations, DVDS and CD-ROMS, worksheets and other handouts as part of their personal libraries which they bring into the classroom on a regular basis.

The History Program has proved invaluable in learning communities, the honors program and the SI Program. It will continue to support these programs and would like an expansive role in these programs. Given budget restrictions, however, it recognizes that this may not be possible in the near future.

Priority Rank:

1

Objectives:

- **1.1 - Objective - 1. Enter SLO data for assessment**

Priority Rank:

1

Original Start Date:

01/02/2012

Original End Date:

01/02/2013

Revised Start Date:

01/02/2012

Revised End Date:

01/02/2013

Responsible Person:

Jane Beitscher

Status Code:

Work is Completed and Ongoing

Progress Description:

- **2 - Goal - Continues to offer major courses needed for graduation from CHC and transfer to four year universities**

Priority Rank:

1

Objectives:

- **2.1 - Objective - Propose new courses into the curriculum approval process**

Priority Rank:

1

Original Start Date:

08/01/2012

Original End Date:

05/30/2017

Revised Start Date:
08/01/2012
Revised End Date:
05/30/2017
Responsible Person:
Jane Beitscher
Status Code:
Work is Completed and Ongoing

Progress Description:

- **3 - Goal - Continue to support alternative learning strategies**

The History Program has always been an active supporter of the concept of learning communities and will always participate in them when asked. Given budget restrictions, the History Program foresees participating in learning communities, where learning community students will be integrated into traditional history classes.

Priority Rank:

3

Objectives:

- **3.1 - Objective - Participate in learning communities whenever possible**

Priority Rank:

2

Original Start Date:

08/01/2011

Original End Date:

05/30/2013

Revised Start Date:

08/01/2011

Revised End Date:

05/30/2013

Responsible Person:

Jane Beitscher

Status Code:

Work is Completed and Ongoing

Progress Description:

- **3.2 - Objective - Continue to support the Honors Program**

Priority Rank:

1

Original Start Date:

08/01/2011

Original End Date:

05/30/2013

Revised Start Date:

08/01/2011

Revised End Date:

05/30/2013

Responsible Person:

Jane Beitscher

Status Code:
Work is Completed and Ongoing

Progress Description:

- **3.3 - Objective - Continue to support SI**

Priority Rank:

1

Original Start Date:

08/01/2011

Original End Date:

05/30/2013

Revised Start Date:

08/01/2011

Revised End Date:

05/30/2013

Responsible Person:

Jane Beitscher

Status Code:

Work is Completed and Ongoing

Progress Description:

9. Three-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Three-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. 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 - 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.**

Priority Rank:

1

Start Date:

09/03/2012

End Date:

05/29/2015

Responsible Person:

Jane Beitscher

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**

Responsible Person:
Dean, Dept. Chair

- **2 - Goal - To offer a well-rounded history program**

Priority Rank:

2

Objectives:

- **2.1 - Objective - To provide quality faculty for coursework and develop other activities**

Priority Rank:

2

Start Date:

09/03/2012

End Date:

05/29/2015

Responsible Person:

Jane Beitscher

Actions/Activities:

- **2.1.a1 - To teach classes and provide student Mentoring through the SI program, Honors courses and learning communities**
- **2.1.a2 - Maintain quality faculty to teach courses**
- **2.1.a3 - Maintain campus involvement for support in obtaining materials**

10. Comments

Division and Area managers can make comments for this plan here.

There are no comments for this plan.

11. Supporting Documents

- [PPR HISTORY Data 20122013.doc](#)
- [HIST.xlsx](#)
- [Q6E Matrix.docx](#)