



INSTITUTIONAL ASSESSMENT REPORT

HISTORY / 2014

Department's Relationship to the College Mission and Strategic Plan

(completed Spring semester or on accreditation cycle)

In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.

The History department plays a vital role in the fulfillment of Jefferson College's Mission. History courses are included in every degree curriculum offered at the College: AA, AAS, AS. As experts in their fields and recipients of multiple state and local teaching/assessment awards, all three full-time faculty members work to ensure Jefferson College students are provided with *superior teaching to foster a supportive learning environment that promotes intellectual, social and personal growth.*

History classes are an integral part of a strong general education curriculum; in History courses at Jefferson, all students are required to read, write, and analyze documents and sources. History classes specifically address the following General Education Objectives:

- I. Writing and speaking clearly and concisely using edited American English
- II. Analyzing the themes of human experiences through exploration of great works and ideas
- III. Examining diverse historical and social events as well as personal experiences in order to determine possible sequences, relationships and causes

During the period under review, the History department also contributed to the realization of the College's 2010-2015 Strategic Plan. Through a diverse offering of History courses, taught in several delivery formats by quality faculty using a variety of instructional strategies, the History department contributed to Aim I: Student Learning. Aim I was also advanced through the participation of a History full-time faculty member in the Completion Academy, which seeks to increase students' degree completion rates. Through web-enhanced classes that provide students with easy access to resources and faculty advising of students, the History department contributed to Aim II: Student Support. The History department also contributed to Aim III: Community Collaboration. Through cooperation with the Library, the department provided public lectures on historical topics such as the Harlem Renaissance. Further, a full-time History professor served on the Cultural Diversity Committee, which brings a diverse array of people and events to the college to enhance cultural diversity and promote the cultural enrichment of county residents.

Summary of Departmental Activities, Assessment and Use of Results

(completed Spring semester or on accreditation cycle)

(may include process flowchart)

Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.

Status of Previous Goals

An Institutional Effectiveness Review of the History Department was completed in the 2008-2009 academic year. The goals from that review and the status of each are listed below:

Goal 1 ~ *To hire a history/political science full time faculty to reduce the numbers of adjuncts in each discipline*

Not completed for budgetary reasons.

Goal 2 ~ *To create an Adjunct Handbook to lessen inconsistencies in academic standards across the faculty*

A handbook was not completed. However, through sessions for all History faculty at the annual adjunct faculty development event, academic standards are addressed. Creation of a History Adjunct handbook is an Action Plan included in this review.

Goal 3 ~ *Recommend to Advising that ENG101 Composition I become a pre or co –requirement for all 200 level history classes*

ENG101 English Composition I was not made a pre or co-requisite for 200 level history classes. However, the Reading Proficiency was added to all History courses as a prerequisite.

Goal 4 ~ *Create a Topics in History course.*

This course has not yet been created. Addition of a Topics course is an Action Plan included in this review.

Goal 5 ~ *Develop a history marketing plan to be shared with campus advisors*

A History Academic Plan has been developed and shared with Advisors.

Goal 6 ~ *Share curriculum and standards with high schools*

The History Dual Liaison observed the high school dual instructors and shared information with them.

Summary of Departmental Activities

Quality Instruction and Academic Rigor

The History department actively works to advance quality instruction and academic rigor. During the period under review, Reading Proficiency was added as a prerequisite for all History courses. Adjunct instructors have been observed and provided with feedback for improvement. Student course evaluations have been reviewed and student concerns addressed. Access to primary source documents has expanded and textbook adoptions have been reviewed.

Social Science Reference Collection

Full-time History faculty members were involved in the collection of resources for the Jefferson College Foundation's Social Science Reference Collection established in 2012. This unique collection of resources is on reserve in the Library for use by students and community members.

Presentation on Harlem Renaissance

A full-time faculty member presented "The Harlem Renaissance: The Birth of a New Consciousness and the Origins of the Civil Rights Movement" to students and community members in the Jefferson College Library in Spring of 2014. The presentation addressed the political goals and artistic creations of the Harlem Renaissance of the 1920s.

Multi-section Assessment

Through administration of a pre/post test ten-question multiple-choice quiz across sections of U.S. History I, the department has collected data for three years to assess student learning related to the Constitution. The following table represents an established baseline.

Aggregate Results for HST 103 Multi-section Assessment		
Question	Pre-test: Number correct out of 253 (percentage correct)	Post-test: Number correct out of 246 (percentage correct)
#1	80 (32%)	123 (50%)
#2	166 (66%)	183 (74%)
#3	110 (43%)	109 (44 %)
#4	150 (59%)	177 (72%)
#5	41 (16%)	167 (68%)
#6	78 (31%)	95 (39%)
#7	95 (38%)	124 (50%)
#8	147 (58%)	162 (66%)
#9	179 (71%)	200 (81%)
#10	142 (56%)	175 (71%)

Analysis

The post-test showed an increase in correct answers for all ten questions. Particularly positive performances on the post-test were shown in Question #2 with 74% correct, Question #4 with 72% correct, Question #9 with 81 % correct, and question #10 with 71% correct. The greatest improvement came on Question #5, which dealt with the executive powers of the governor, with an improvement of 52%. Question #8 on states' rights had a modest score on the post-test of 66% and an improvement of 8%. Question #1 showed improvement of 18% and Question #7 improved by 12%, but both had a final correct percentage of 50%. Question #6 on the social contract improved by 8% but finished with only 39% correct. Question #3 on federalism had a negligible improvement of 1% with 44% correct on the post-test.

If we remove Question #5 because it improved by such a large percentage and Question #3 because it barely improved, the average improvement for correct answers on the remaining eight questions was approximately 10.8%. Students had the greatest difficulty with Question #6 on the social contract. It was the only question that an entire class did not answer the question correctly; however, it was answered correctly by an entire class as well.

Use of Results

Going forward to next year, when the department administers the assessment again, three things will be emphasized. First, we need to standardize the testing process as is feasible. Pre and post-tests need to be given at the same time by all faculty as is possible. Second, it is imperative that students are encouraged to take these performances as seriously as possible so accurate data may be generated. Third, faculty will need to make sure that they sufficiently engage students with course content related to all the expected learning outcomes stated in the official course syllabus, including course content relevant to the assessment so that students can do as well as possible. Preparation for Questions #1, #3, #6, and #7 will require further attention. These three points of improvement will be a focus in the History Department breakout session at the adjunct professional development event before the fall 2015 semester.

Future Issues

There has been some concern about the quality of the questions presently being used. It is very likely that the current questions may have to be rewritten or even replaced. However, at the present, the assessment will be continued in order to build the data trends. Once a few years of data is compiled, then the redesign should take place.

Internal and External Data Collection and Analysis

(completed by Fall semester or on accreditation cycle)

Gather and analyze relevant internal and external data (link to data).

Faculty Indicators

The following table provides information regarding the instructors who teach History courses:

**Faculty Indicators for History (HST), School Years 2009-2014
School Terms 201001 Through 201403 (Summer 2009 through Spring 2014)**

Number of Course Sections Taught	Total Students	Attrition Number ("W" Grades)	Attrition Percent	Student Credit Hours Earned	Average Students	Average GPA	Annualized 5-Year Program FTE
457	11,049	1,035	9.4%	24,615	24.2	2.398	164.1

Attrition % represents the number of "W" grades conferred as a percentage of ALL students.

Annualized Program FTE is the number of graded credit hours divided by 150 (30 hrs/yr for 5 years).

Analysis: For the period under review, thirty seven percent of the students enrolled in History courses were taught by full-time faculty; thus, the majority of students received instruction from adjunct instructors. While adjunct instructors are observed and provided feedback on a regular basis, there is inconsistency in attrition rates and grade distributions amongst instructors.

Of note are the consistently higher grade point averages in dual credit sections. This is likely due in part to the student composition of these classes; students enrolled in dual credit classes meet minimum grade point average requirements, indicating they have strong academic skills. Further, attrition rates in dual credit sections are significantly lower. This is likely due to the dual nature of the course; students earn both college and high school credits for the class. Withdrawing from the class impacts a student's progress in both high school and college.

More needs to be done to ensure students in all sections receive a consistent learning experience. In the future, full-time faculty will be more precise on adjunct evaluations; they will acknowledge what is going well and point out specific areas needing improvement. Additionally, an Action Plan to create a History Adjunct Handbook is included in this review to address this issue. Further, providing history tutoring in the Academic Success Center will be explored.

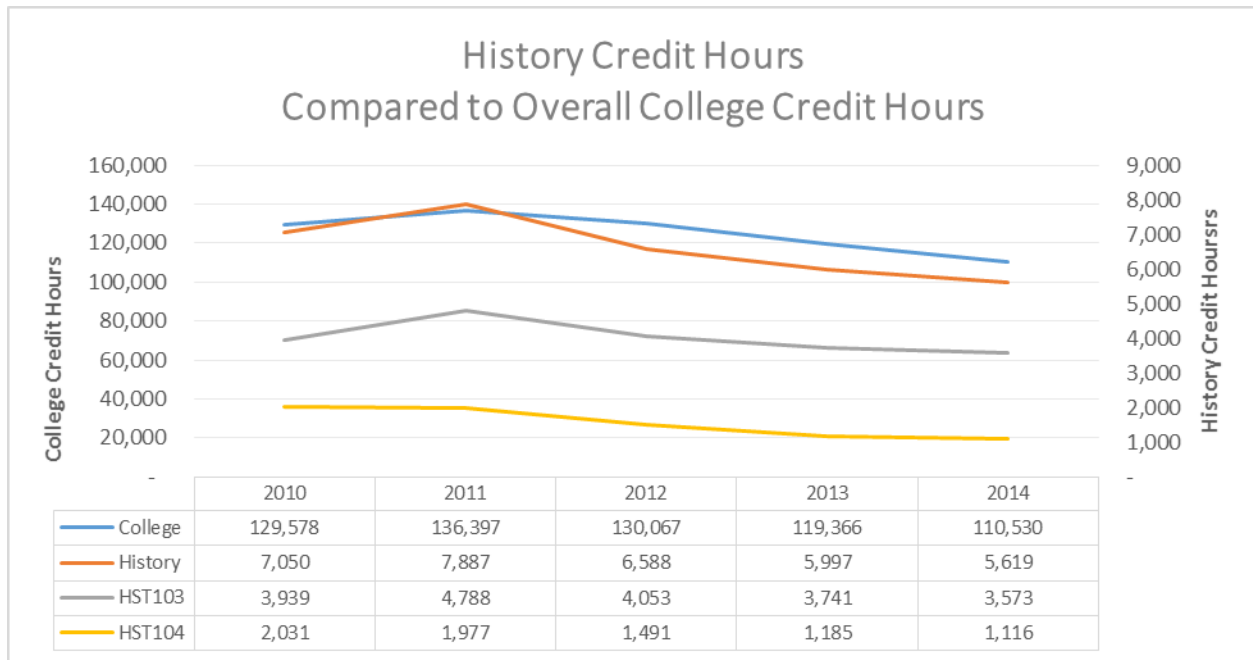
Program Enrollment Trends

The following tables and chart provide enrollment data for the History program:

All History Enrollments		
Academic Year	Seats	Credit Hours
2010	2,350	7,050
2011	2,629	7,887
2012	2,196	6,588
2013	1,999	5,997
2014	1,873	5,619

HST103 U.S. History I Enrollments		
Academic Year	Seats	Credit Hours
2010	1,313	3,939
2011	1,596	4,788
2012	1,351	4,053
2013	1,247	3,741
2014	1,191	3,573

HST104 U.S. History II Enrollments		
Academic Year	Seats	Credit Hours
2010	677	2,031
2011	659	1,977
2012	497	1,491
2013	395	1,185
2014	372	1,116



Analysis: Enrollment in History courses has decreased at a rate greater than enrollment for the College overall. For the five-year period under review, enrollment in History courses declined 20.2% while overall College enrollment declined 14.7%. Some of this decline may be attributed to declining enrollments in dual credit history coursework; dual credit enrollment in Jefferson College History courses has declined 51.4% for the period under review. History coursework is a favored offering of four-year institutions that are progressively encroaching upon dual credit in our district's high schools.

The two most enrolled in History courses are HST103 United States History I and HST104 United States History II. For the period under review, enrollment in HST103 declined just 9.2%, while enrollment in HST104 declined 45%. To address the HST104 decline, the History department will seek Curriculum Committee approval to have the course designated as meeting the state Constitutional requirement.

History Department Relevance

The following items represent research into the relevancy of History across the state of Missouri.

Licensure Exam for Teachers

The C-BASE examination for licensing teachers in Missouri is being phased out and being replaced by the Missouri General Education Assessment (MoGEA). This assessment includes five subtests: English Language Arts, Mathematics, Science, Social Studies, and Writing. For a complete breakdown of the MoGEA test, visit the following website
http://www.mo.nesinc.com/TestView.aspx?f=HTML_FRAG/MO001_PrepMaterials.html

The test for Social Studies includes the following competencies.

Breakdown of the 40 multiple choice questions:

0012 Inquiry and Literacy Skills 38%

0013 History, Geography, Culture, and Society 31%

0014 Government, Civics, and Economics 31%

Competency 0012—Apply inquiry and literacy skills in the social sciences. For example: Evaluate multiple perspectives and interpretations of world and U.S. history; examine the assumptions, values, and beliefs on which they are based; and analyze historical and contemporary problems in the social sciences.

Competency 0013—Understand major developments and significant features of world and U.S. history, geography, culture, and society. For example: Demonstrate knowledge of major concepts in geography, anthropology, and sociology (e.g., region, relative location, cultural diffusion, status) and use geographic tools (e.g., maps, atlases) to analyze and interpret information.

Competency 0014—Understand primary features, central concepts, and basic operations of the world's political and economic systems and the principles of American citizenship. For example: Comprehensively analyze the U.S. Constitution and evaluate the creation process and workings of the three branch Federal government, comparing the American governmental organization to that of other countries, past and present.

Comparison of History Classes and Programs

The following information was used to assess Jefferson's History course offerings as compared to those of other Missouri Colleges and Universities.

Crowder College: The College offers two Western Civilizations courses. Western Civilization I counts as both a social science and humanities credit while Western Civilization II counts only as a social science. Crowder also offers the typical United States History I and United States History II sequence, with only United States History I meeting the state-mandated Constitution requirement (Section 170.011 RsMO; hereafter referred to as "constitution"). A change is that

Crowder College offers a sequence of classes HST111, HST112, and HST113 called Topics in History, and they vary from one to three credit hours. Crowder College has a basic program of study for history on their college website.

Pre-req: college level reading

East Central College: East Central offers an interesting variety of classes and independent studies. Beginning in Fall 2010, all students enrolling in one of three U.S. history courses (U.S. History to 1865, U.S. History 1865-1945, or U.S. History 1945-present) are also required to enroll in a zero credit Constitutions Study Module. Once completed successfully, the module need not be repeated. Because of this study module, all three U.S. history courses meet the state requirement. East Central also offers HIST1001 U.S. & State Constitution Competency, a one credit hour course and exam for transfer students. In addition, the community college offers a Missouri and Mississippi Valley History course, two courses in Heritage Studies, and several varying credit (1 – 5 credits) courses under the label of independent study or special topics. They offer only one World History (since 1945) course. According to the class descriptions available, no history class meets the humanities requirement; however, in their degree plans, European History I and II are offered under a CV heading. Their degree plans include employment and salary information, transfer options, and professional traits, as well as a suggested course of study.

Co-req: HIST1000 Constitutions Study Module

Pre-req: (all US history classes): Comp I/Comp I (H)

Mineral Area College: This community college offers US History I and II classes as well as a two-course sequence of study in both World Civilization and Western Civilization. US History I and US History II both partially meet the Missouri constitution statute because the other 3 hour requirement is a political science course (American Political Systems). Mineral Area also has a three hour cultural diversity requirement that falls in the Humanities bracket. World Civilization I and World Civilization II as well as Western Civilization I and Western Civilization II are the history classes that meet this cultural diversity requirement.

No pre or co-reqs listed except for the independent study course (instructor permission).

Metropolitan Community College District: Metropolitan has a 3 credit hour degree requirement of American Institutions; students take either U.S. History I (HIST120) or U.S. History II (HIST121) to meet this requirement and the State Constitution requirement. Two 3 credit hour Western Civilizations courses are offered: Western Civilizations I (HIST133) or Western Civilizations II (HIST134). The Global Diversity course offerings are Women in American History (HIST130), African-American History (HIST140), Survey of English History (HIST145), and Native American History (HIST150); all are three credit hour courses. Several upper level history courses are also offered: Special Topics (HIST199) pre-req: ENG101, Material Culture and the American Past (HIST202), pre-req: HIST120/121, Introduction to Public History (HIST203), pre-req: any history course, and American Frontiers, 1500-1890 (HIST226).

Moberly Area Community College: Moberly Area offers a wide variety of history classes and most have an honors offering as well. Courses include: Western Civilizations I & II, U.S. History I & II + Honors, African-American History I & II + Honors, American Women + Honors, America in Vietnam + Honors, America on Screen I & II (Humanities), British History Survey + Honors (Humanities).

U.S. History I (to 1865) fulfills constitution requirement
No pre- or co-reqs required.

North Central Missouri College: NCMC offers four history classes: Western Civilizations I & II (HI101/102, HUM/SS) and U.S. History I & II (HI103/104). Only U.S. History I meets the constitution requirement.

Pre-req: Only HI103 has a prerequisite: appropriate score on ACT, ASSET, COMPASS or SAT, or successful completion of DS 015 (College Reading).

Ozarks Technical Community College: The community college offers only five courses in history. World History I & II (HST105/106) meet the Humanities requirement; U.S. History I & II (HST120/130) must both be taken to meet constitution requirement; and 20th Century America (HST230). Ozarks Technical Community College has a 9 hour Humanities requirement but it is divided into three sections: Block 1 focuses on western culture, Block 2 focuses on world culture (HST105/106), and Block 3 is the student's choice.

Pre-req: HST230 requires HST105, 106, 120, or 130.

St. Charles Community College: This community college has a wide variety of course offerings. Three U.S. History courses are offered: HIS101/102/115; all meet the Constitution requirement. Two Western Civilizations courses are offered: HIS145/146; Additionally, a Native American course (HIS160), a Mid-East & India course (HIS202), an East/South Asia course (HIS203), Film as History (HIS230), Europe since 1914 (HIS240), Missouri History (HIS270 – meets Constitution requirement), Modern British History (HIS280), an Internship (HIS296), and a Topics Seminar (HIS 99) are offered.

The social science requirement is 9 credit hours divided into 3 groups. Group I is HIS101, 102, 115, and 270 as well as POL101, and 102. No history courses are included in Group II, and Group III is any history or political science course. There are no history classes listed in the Humanities block, but St. Charles Community College has a 3 credit hour multi-cultural requirement. The history classes that meet that requirement are HIS145, 146, 160, 201, 202, 203, and 240.

Pre-reqs: only required for the Internship and Topics classes (department chair/instructor permission respectively).

St. Louis Community College District: Reading proficiency is a prerequisite for all history courses. The following history classes are offered: HST101 United States History to 1865 (Constitution), HST102 United States History from 1865 to the Present (Constitution), HST105

United States in the Twentieth Century (Constitution), HST107 The African American Experience, 1619 to the Present (Constitution), HST115 Ancient and Medieval Heritage, HST117 Early Modern Europe, HST119 Modern World (diversity), HST128 Western Civilizations II (diversity), HST130 African History I, HST131 African History II, HST137 African American History through Reconstruction (Constitution), HST138 African American History from Reconstruction to the Present (Constitution), HST139 British History, HST201 History of the Far East, HST204 The U.S. in Crisis and Civil War, and HST206 Women in US History (Constitution).

State Fair Community College: State Fair offers five history classes: US I & II (HIST101/102), World Civilizations I & II (HIST108/109), and an independent study course (HIST180). There is a 3 hour American Institutions core requirement that either US I or US II fulfills (or students can select a political science course). This completes the constitution requirement. There is also a 3 credit hour social sciences core requirement that either World Civilizations I or II fulfills (students can also choose from business, economics, and political science courses). No history course counts towards the humanities core requirement, and State Fair does not offer any sophomore level history classes.

Pre-req: for all history classes – ENGL070 (with a C or higher)

Three Rivers College: Three Rivers offers six history classes: U.S. History I & II (HIST111/112), World Civilizations I & II (HIST121/122), Evil: Historical Perspective (HIST201), and U.S. since 1945 (HIST211). No history class meets the constitution requirement. However, HIST111 or 112 is a required core class in the social sciences component. The college also has a diversity requirement (termed “Valuing”). Three credit hours are required and HIST121 and 122 meet this requirement.

Pre-req (for all history classes except HST201 Evil: Historical Perspectives): ENGL02 and ENGL06/READ02 or test placement in ENGL111 (College Writing).

University of Missouri-St. Louis: This University has four classes that meet the state constitution requirement: United States History I, United States History II, African-American History I, and Women in United States History. UMSL also has a diversity requirement that could be met by the following Jefferson College courses: Asian Civilizations and African-American History. Their transfer policy is currently being updated.

Lindenwood University: Lindenwood requires three credit hours in American Government or American History. Five university history classes meet this requirement: United States History I and United States History II (freshmen level classes), United States History I and United States History II Advanced Study (sophomore level classes), and United States Government: Politics and History (freshman level class). The university also has a cross cultural studies requirement (6 hours), and the Jefferson College course, Asian Civilizations, fits this category quite nicely.

The private universities make no mention of the state requirement for teaching the Constitution in either their history or political science curriculum.

Saint Louis University: SLU has a 6 credit hour cultural diversity requirement. Three hours must fall within the “Diversity in US” category and the other three should fall within the “Global Citizenship” category. The private university makes no mention of the state constitution requirement in either the history or political science undergraduate program catalogs. The Jefferson College course that would meet the three hour “Diversity in US” requirement History of Women in the United States.

Washington University: Washington University has a cultural diversity requirement but the website and course offerings are confusing as to which course meets those requirements. It also makes no mention of the state constitutional requirement.

Webster University: Webster refers to its General Education program as its Global Citizenship Program. The Jefferson College course, Women in American History, partially fulfills the Roots of Culture requirement.

Maryville University: This private college offers a BA in history and a BA in history education. Jefferson College courses of U.S. History I and U.S. History II as well as Women in American History fit nicely into their programs.

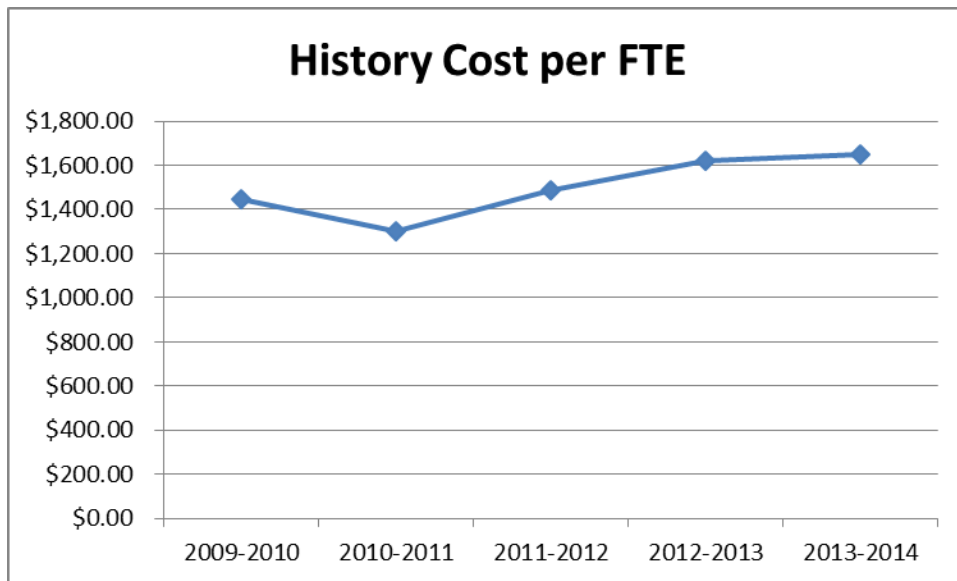
Analysis: Jefferson College’s course offerings are adequate. The majority of credit hours generated by the history department come from enrollments in US History I and US History II, with enrollments in US History I far exceeding enrollments in US History II. US History II has suffered from declining enrollment over the last few semesters, largely because it does not meet the Constitution requirement. As illustrated above, several community colleges and transfer institutions stipulate that all US History courses meet the requirement. Changing the description of HST104 (US History II) to include the Constitution requirement would balance the course offerings and give students more choice. This could be easily done, as discussion of the Constitution is an integral part of the course already. The three course Western Civilizations sequence is also a staple of the department, largely because the courses fulfill the humanities requirement. All five of these classes have stable enrollment in both the face-to-face and online delivery formats. The other history courses (Asian Civilizations, Women in American History, African-American History, and Missouri History) are not offered as regularly and often do not make minimum enrollment. This could be remedied by a diversity class requirement embedded in the 62 hour AA degree plan. Such a requirement would not only bolster enrollment in the History department but could also help other departments who identify classes that could fit a diversity requirement. Several transfer institutions require 3-6 credit hours of diversity classes.

Annual Cost per FTE and Trend Analyses
(completed by Fall semester)

Provide cost per FTE and analyze for the period being evaluated.

Cost per FTE data are provided in the following table and chart:

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Credit Hours	7,050	7,887	6,588	5,997	5,619
FTE	235	262.9	219.6	199.9	187.3
Program Cost	\$339,592.96	\$342,276.98	\$326,400.15	\$323,805.83	\$308,812.86
Cost per FTE	\$1445.07	\$1301.92	\$1486.43	\$1619.83	1648.76



Analysis: The table and chart above show an increased cost per FTE over the period under review. The percentage of sections taught by the full-time faculty members has increased over the past five years due to declining enrollment. As College enrollment declined, fewer sections were offered, and the use of adjunct faculty decreased. Full-time faculty pay per section is considerably higher than adjunct faculty pay per section.

The increased cost of instruction delivered by full-time faculty is warranted. In addition to teaching a minimum of 15 credit hours per semester, full-time faculty also mentor and advise students both during office hours and outside office hours. Full-time faculty members also serve on institutional committees and the sub-committees and ad hoc groups that are created out of that structure. Full-time faculty members are the face of the college in that we share our knowledge with the broader community via MCCA presentations, the CTL, and public presentations (i.e. library appearances). Commitment costs.

To reduce the cost per FTE for the History program, full-time faculty are in the process of reducing of the number of sections offered to pre-recession levels so that the remaining sections reach near full enrollment. This should result in a reduction in expenses for adjunct faculty salaries.

SWOT Analysis
(completed by Fall semester)

Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.

<p style="text-align: center;">Internal Strengths</p> <p>Highly qualified faculty</p> <p>Courses are delivered in a variety of formats, multiple term lengths, and at multiple locations</p> <p>Courses facilitate student growth in general education skills</p> <p>Multi-section assessment</p>	<p style="text-align: center;">Internal Weaknesses</p> <p>Low enrollment in Honors History courses</p> <p>Relatively low enrollment in U.S. History II as compared to U.S. History I</p> <p>Low enrollment in 200 level History courses</p> <p>Inconsistent rigor across sections of courses</p>
<p style="text-align: center;">External Opportunities</p> <p>Growth in dual enrollment programs</p> <p>Area high school students' changing perceptions of Jefferson College</p>	<p style="text-align: center;">External Threats</p> <p>Declining numbers of high school graduates in area high schools</p> <p>Proprietary schools that do not require general education courses</p>

Internal Strengths

Highly qualified faculty teach Jefferson's History courses. The three full-time faculty members are recipients of multiple state and local teaching/assessment awards. Adjunct faculty meet the Higher Learning Commission's guidelines for qualified faculty.

History courses are delivered in a variety of formats, multiple term lengths, and at multiple locations. Classes are offered during the day, evening and on Saturday; at the Hillsboro and Arnold locations; in face-to-face, hybrid, and online delivery formats; and in the three-week Summer Intersession, three-week Winter session, and the eight-week, fourteen week, and sixteen-week parts of term.

History courses are reading, writing, and research intensive which facilitates student growth in general education skills.

Multi-section Assessment is utilized to assess students' mastery of course Expected Learning Outcomes and to make any needed instructional changes to increase student learning.

Internal Weaknesses

Low enrollment in Honors History courses is an internal weakness.

Action Plan: Teach sections of Honors HST103 at the Arnold campus with seats reserved for Fox High School honors students.

Another weakness is relatively low enrollment in U.S. History II as compared to U.S. History I.

Action Plan: Seek Curriculum Committee approval to have HST104 designated as meeting the state Constitutional requirement.

Low enrollment in 200 level History courses is a third weakness of the History program.

Action Plan: Seek Curriculum Committee approval to reclassify HST230 Women in American History as a Humanities course as well as a Social Science course.

Action Plan: Seek Curriculum Committee approval for a Topics in History course

Inconsistent rigor across sections of courses results in varying levels of student learning.(Some sections taught by full-time faculty have low enrollment as students seek to enroll in sections perceived to be less rigorous.)

Action Plan: Create a History Adjunct Handbook; mentor adjunct faculty to ensure policies are followed.

External Opportunities

The growth in dual enrollment programs in Jefferson College provides an opportunity for growth in History enrollments.

Action Plan: Offer additional sections of United States History I and United States History II to accommodate students in new dual enrollment programs.

With the creation of the Fox High School early college partnership, area high school students' perceptions of Jefferson College are improving. Students who do not participate in early college programs may see Jefferson College as a more attractive option for post-secondary studies. This may result in a growth in overall Jefferson College enrollment, and thus, in enrollment in History courses.

Action Plan: Visit high school history classes in Jefferson County to serve as guest speakers on historical topics.

External Threats

Declining numbers of high school graduates in area high schools contributes to declining Jefferson College enrollments, including enrollment in History courses.

Proprietary schools that do not require general education courses appeal to some students; potential enrollment in history courses is lost when students choose to attend a proprietary school rather than choosing to attend Jefferson.

External Accreditation (if applicable)

Link to accreditation report.

Not applicable.

INSTITUTIONAL ACTION PLANS for *HISTORY / 2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by

DEPARTMENTAL ACTION PLANS for *HISTORY/ 2014*

Instl or Deptl	Org Code	Aim	Obj	Instl Strategy	Action Plan Description	Indicators	Addl Res ?	Amount	Type	Onetime Expense	Annual Expense	Funding Source	FY Compl	Status	Responsible Party	Submitted by
		1	1.1.G		Create History Adjunct Handbook		No						2017			
		1	1.1.G		Seek Curriculum Committee approval to have HST 104 designated as meeting the state Constitutional requirement		No						2017			
		1	1.1.G		Seek Curriculum Committee approval to reclassify HST 230 Women in American History as a Humanities course as well as a Social Science course		No						2019			
		1	1.1.G		Seek Curriculum Committee approval for a Topics in History course		No						2019			
		2	2.1.A.		Teach sections of Honors HST 103 at the Arnold campus with seats reserved for Fox High School honors students		No						2017			
		2	2.1.A		Offer additional sections of Unites States History I and United States History II to accommodate students in new dual enrollment programs.		No						2018			
		2	2.3.A		Visit high school history classes in Jefferson County to serve as guest speakers on historical topics.		No						2017			

Evaluation

☐

Meets Expectations

Comments:

☒

Requires Attention and Submission of a Follow-Up Report

Comments:

☐

Does Not Meet Expectations and Requires Submission of a Follow-Up Report

Comments:

Follow-up report required by: September 30, 2015

Comments: (Date)

Approvals

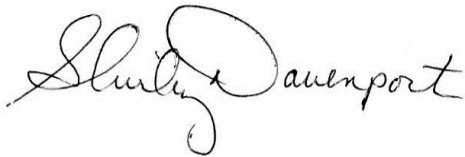


Division Chair/Director

Comments:

June 18, 2015

Date



Dean

Comments:

June 18, 2015

Date



Vice President/President

Comments:

June 29, 2015

Date