2019-2020 Program Review

CAN Program Review (Instructional) - History (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)
Lead Contact Person: Alison Field and Michael Stanford
Writing Team: Alison Field and Michael Stanford
Executive Summary
0. Executive Summary: Strengths:
The History Department provides robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for thinking critically, developing communication skills, and understanding diverse cultures and societies both within the United States and abroad. We offer a wide range of scheduling options and modes of instruction with classes (face-to-face, DE, hybrid, CWA, and Honors) from 8 AM - 10 PM .

The History Department collaborates closely with other programs and participates in diverse campus initiatives, including collaborating with the nine disciplines that make up the Social Sciences in order to offer TOIs (Topics of Interest speakers' series), Major's day transfer workshops, the "We heart Social Sciences" event, SS Scholarship, and the SS Hub. We support our college's mission as an HSI through collaboration with Latin American and Latino/a Studies faculty to provide additional impactful learning opportunities for students, including off-campus field trips and guest speakers. The History department is also active in the GE Social Justice and Sustainability Pathways, semester Study Abroad Program, and the Honors program.

Our success rates have improved from 68.7% in 2016-2017 to 71.2% in 2018-2019, including for black, Filipino, and Hispanic students, and including in online classes. For example, success rates for Hispanic students in online classes increased from 57.7% in 2016-2017 to 63.2% in 2018-2019. Retention has also improved from 83.49% to 86.59% during the same two years.

Other strengths: supplemental academic support for our students, including skills-based workshops in reading the textbook, writing in-class essay exams and book reviews. And, outstanding collegiality among both part-time and full-time faculty and very high quality adjunct instruction and involvement, including in CWA, Honors, and Distance Education.

Challenges:
Declining enrollment in some face-to-face sections has limited our ability to offer one of our core courses (HIST 101) and some of our electives and has made us slow to innovate ("risk") new courses/modes of instruction, such as a non-CWA hybrid history class.

We continue to feel that our program, along with the other social sciences, need to be better integrated into college-wide outreach and promotion.

Heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students.

It has been difficult to fully assess all of the impacts and address the needs of growing online enrollment and issues related to online instruction, such as the repeated problems with integrating inclusive access (IA) textbooks.

The History Department has managed to offer at least one Honors class each year, but workload issues and teaching challenges associated with the concurrent sections and honors contracts system prevent us from doing more.

Action Plans:
Continue to guarantee robust course offerings for both history majors and GE students. Review Degrees, courses, schedule &

Guided Pathways program map for alignment with the UC "History Transfer Pathway" and "UC Transfer Pathways Guide". Investigate the possibility of HIST/PLSC "History and Politics" classes on Latin America and the Middle East, as a possible solution to low enrolled electives and facilitating degree completion in both disciplines, and look into the feasibility of hiring a joint history-political science faculty member. Pilot at least one non-CWA hybrid. Consider new courses and degrees, such as the Global Studies and Social Justice AD-Ts and U.S. History from 1945-Present. History of California, revised Latin American and Latino/a themed classes and an Introduction to Global Studies class. Submit HIST 245 for GE American Institutions requirement. Submit HIST 422 for CSU GE area C2 (Humanities).

Continue to collaborate with the nine social science disciplines in order to offer ongoing academic and transfer support, special events, speakers, and opportunities for peer interaction. Also collaborate to support effective implementation of Guided Pathways interest areas, program maps, and student support and opportunities in our areas of study. Maintain and update the SS Hub media command station and computer hardware. Investigate the possibility of acquiring a Smart Board for shared use by the nine Social Science disciplines in the SS Hub.

Continue ongoing discussion about how the History Dept, and other Social Sciences are (or are not) serving diverse learners, including lifelong learners (especially the growing number of community members 60 years old and older). Reach out to the DRC and create a dialogue concerning the needs of our DRC students. For example, when a student has an accommodation for a notetaker we could select a student we know and use their notes to create a library (both hard-copy and e-copy) for future use.

Work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (e-books, resources, quizzes, etc.). Faculty continue to have problems with the integration of online books and tools and spend a significant amount of time trying to resolve integration and other technical problems. Accordingly, we would like to support Jai as the interface between faculty/students and the publisher. This would entail his being trained on multiple publisher platforms and forming connections with the various publisher IT reps.

The History Department (representing the college as a whole) would like to reconnect with the District Academic Senate and present our need for a designated server system to the BOT. As stated last year such a system will increase student access to streamed content in online courses, hybrid courses, and face-to-face courses. If the BOT is in favor of this project IT will need to assess the cost of creating and maintaining the designated server system.

Program Context

1. Mission: Transfer and General Education.
Our history program at Canada College is designed to offer history majors and those interested in history, a broad range of transfer courses and an opportunity to explore critical themes such as race, gender, and immigration; as well as the experiences of diverse human communities across time and place. Our department places an emphasis on developing stimulating transfer level courses and maintaining high standards. To facilitate the success of all of our students we offer a support system that includes one-on-one peer tutoring and faculty mentoring, honors options, study groups, independent study, directed reading, and book review and exam preparation workshops.

History is one of nine disciplines that make-up the Social Sciences. The mission of Canada College's Social Sciences is to education students in human behavior in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. The social sciences challenge students to think analytically about themselves and the world in which they live.

2. Articulation: 4-year institutions:
No significant changes. However, the UC's created a "History Transfer Pathway" and "UC Transfer Pathways Guide" which clarify and detail suggested coursework and sequencing for history majors intending to transfer to a UC.

We will continue to monitor the list of Transfer Model Curriculum (TMC) for new ADTs, but there have been no new additions in our area since the "Law, Public Policy and Society" degree program (TMC was finalized in Spring 2017; Canada degree approved in Fall 2017).

During the last Program Review cycle, we updated all six of our core courses, getting them approved for C-ID designation. If / when selective courses, such as Modern Latin American history are finalized, we will revise those as well.

High-Schools:
As per California AB-2016 (approved in 2016), a statewide Advisory Board drafted new Ethnic Studies curriculum for K-12 educators, which will be voted on by the State Board of Education in Spring 2020. The future implementation of any resulting changes may influence student preparation and/or our curriculum development. This is just something to monitor.

The California Department of Education adopted the "History - Social Science Framework', beginning in July 2016. As part of this updated framework, there is an increased emphasis on concepts and disciplinary practices, such as, "investigation, evidence, close reading, and argumentative writing" (CDE, 2017). There is also an increased emphasis on diverse points of view and understanding the United States in a global context. Hopefully, the updated framework may result in better-prepared students, who are more familiar with the skill sets that are emphasized in our department: historical inquiry and critical analysis. So far, we have not observed any measurable change, but we will continue to monitor this.

3. Community & Labor Needs: Community:
Many of the trends that were present two years ago are continuing to impact our service areas. The economy and employment remain strong, with unemployment at 2.1% (State of California Labor Market, Sept. 20 2019). Housing costs increased by 12.% between 2017-2019, after increasing 12.9% during the previous two years, and they were already some of the highest costs in the state (SMC Realtors Association in The Daily Journal, Oct. 1, 2019).

Immigrant & mixed-status families have been increasingly affected by a crackdown on undocumented migrants. For example, as of Spring 2018 there was a 48% decline in California Dream App applications when compared to the previous year (LA Times).

Some continuing demographic trend include, a declining number of the Latino/a and African American residents and an increasing number of Asian and white residents. In addition, the County is predicting a steady increase in the average age of county residents with the biggest increase coming in the 60+ age group (County of San Mateo Profile, 2015-2017).

Employment Needs:
The U.S. Bureau of Labor Statistics predicts an average job growth rate of 6% for historians, 2018-2028, and an above-average growth rate of 11% in jobs for "social scientists and related workers" (Occupational Outlook Handbook, 2018). (Note: most people employed in these fields earn a Master's degree.) California has the second highest employment level for historians of any state in the country, so the job prospects here are better than elsewhere. These figures have not changed for at least three years, and we do not anticipate any major changes in the future for students seeking to transfer and pursue a career in history.

Most of the students in our history classes are not planning on pursuing a degree and/or employment directly in the field of history. Instead, the vast majority are pursuing a broader educational foundation for transfer and ultimately employment in any one of a number of fields related to the social sciences. For example, from 2017-2018, we awarded only 7 degrees in history, but we awarded 84 degrees in "Interdisciplinary Studies with Emphasis in Behavioral and Social Sciences", which is by far, the most awarded degree at our college. This helps to explain the ongoing need for close collaboration and effective outreach for the Social Sciences (and proposed Human Behavior and Culture Guided Pathways interest area).

Technology:
We continue to work to stay up to date with our students' technology needs and skills, and to work with our campus Library to maintain access to crucial resources such as the film-streaming databases (Films on Demand, Kanopy, and Ethnographic Video Online). History students need to develop strong skills in online research techniques, become familiar with discipline-specific online resources such as digital archives, social science databases, and communication platforms used by historians, such as history blogs, podcasts, and apps. Ongoing professional development and engagement with professional organizations, such as the Organization of American Historians are key to staying up to date.

The History Department (representing the college as a whole) would like to reconnect with the District Academic Senate and present our need for a designated server system to the BOT. As stated last year such a system will increase student access to streamed content in online courses, hybrid courses, and face-to-face courses. Cañada College's Academic Senate has voted in favor of this project twice. The District Academic Senate also voted in favor of moving forward with this plan. As a work-around faculty currently use content streamed on Youtube, PBS, and subscription sites established by the library. Unfortunately, this has become increasingly problematic. Key content is frequently taken off of these sites thus destroying both the curriculum created by the faculty and this teaching modality. A designated server system would solve this problem and empower both students and faculty. If the BOT is in favor of this project IT will need to assess the cost of creating and maintaining the designated server system.

Faculty continue to have problems with the integration of online books and tools and spend a significant amount of time trying to resolve integration and other technical problems. Given the increase in online instruction and IA (Inclusive Access) the History Dept. would like to work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (e-books, resources, quizzes, etc.).

The acquisition of a large flatbed scanner would enable faculty in the social sciences, art history, etc. to create digital images for

on-screen or distance ed. use.

Licensing or accreditation:
No known changes.

Looking Back

4. Curricular Changes: We banked four courses due to low enrollment and repeated cancellations:
- HIST 243: African History
- HIST 455: Middle Eastern History
- HIST 451: Far Eastern Civilization and Heritage I
- HIST 452: Far Eastern Civilization and Heritage II

Given the needs of our diverse student body, as well as our commitment to maintaining a global focus within our program, we plan to explore creative ways to revise/reconstitute our electives in order to best meet the needs of our students and guarantee the viability of our program.

We have been cautious about innovating in the current environment, but still hope to explore the possibility of hybrid courses, as mentioned in our last program review.

History 101 (Western Civ II) remains a concern. We were already hesitant to offer the course last year due to it being cancelled in the past. With current declining enrollment we are being even more cautious. The last time we ran the course was spring 2017. This was the result of negotiations between the Honors Committee Chair and the VPI who allowed the class to run as a stand-alone honors face-to-face course with low numbers. We are currently discussing possible methods of offering History 101 (honors, hybrid, online) given that it is one of the six core courses for history majors at Cañada College and colleges/universities across the nation. It is also a class with strong connections to offerings in other social science areas such as Art History, Political Science, and Economics. Further, the current UC Transfer Pathways want students to have a year long history sequence--e.g. Western Civ I and Western Civ II, World History I and World History II.

5A. Progress Report - IPC Feedback: N/A. We received no recommendations or comments, only commendations, in the IPC feedback on our last program review (2017-2018).

5B. Progress Report - Prior Action Plans: We have continued to participate in GE Pathways, Honors, Study Abroad, and Latin American and Latino/a Studies programs.

All course outlines were updated as per the regular schedule (Spring 2018).

We reviewed and discussed our SLO's, inactivating several that were no longer relevant or useful. We verified that the SLOs in our History Dept. Syllabi, Tracdat, and CORs are aligned. As part of our regular review of course outlines & curriculum, we plan to consider additional revisions (by or before Fall 2022).

We banked our courses in Middle Eastern History (HIST 243 & 455) and Far Eastern History (HIST 451 & 452) due to ongoing low enrollment issues. Our long-standing goal is to offer courses in the history of all areas of the world so that our students can develop a fully global understanding of the world. We hope to resurrect this vision when enrollments increase.

The Social Sciences faculty have discussed the need for improved outreach and promotion of our programs, as has the HSS Division. Some of the things discussed included: producing a promotional video that highlights the programs in our Division and working together with HSS and the Marketing Department to improve outreach and promotion of our Social Science programs and opportunities.

We have continued to assess Distance Education, scheduling, course rotations, honors, and day / evening courses every semester in order to maximize accessibility and success for our students.

We discussed and assessed the needs of international students in our online classes. However, this has become less of a concern, as we have seen a decline in the number of international students taking online history classes, and online tutoring is now available.

Discussions about equity and closing any/all gaps in success, retention, etc... is ongoing. One difficulty we are finding is that the number of students belonging to disproportionately impacted groups is often so small that it is difficult to draw any meaningful conclusions from the data.

We have been contributing actively to the Guided Pathways initiative, including helping to establish the Areas of Interest, as well as program mapping for History (and Latin American and Latino/a Studies).

We met with the articulation officer and other SS faculty regarding possible new classes and/or degree and program opportunities in the History Department and Social Sciences. This discussion is ongoing.

6A. Impact of Resource Applications: N/A

6B. Impact of Staffing Changes: N/A

Current State of the Program

7. Enrollment Trends: Our census headcount declined from a high of 1308 (2016-17) to 1171 (2018-2019), a 10.5% reduction, comparable to the overall decline for the college of 10%. In looking at enrollment by term, the decline for Summer is significant with 40% fewer students in 2018 when compared to Summer 2016. Spring to spring decline over the same two years was 16%. And Fall to Fall headcounts actually increased slightly, by 4%. Overall college declines are much more evenly distributed (Fall is down 10%, Spring is down 11%, and Summer is down by 4%.) While it is hard to know for sure, one factor affecting the history department may be the increased number of online HIST courses by Skyline college (from 2 in Spring 2016 to 5 by Spring 2019) (See Skyline Class Schedule archives). We have offered the same classes every summer for the past four years (201, 202, and 245), but enrollment in online classes was higher than face-to-face and we offered two online sections in Summer 2016 and 2017, but only one in 2018. We don't have the figures yet for Summer 2019, but the data suggests that students are more interested in online classes during the Summer, and that one face-to-face section is sufficient.

FTES declined on a par with enrollment and the college overall - from 130.9 in 2016-2017 to 117.1 in 2018-2019. Load also declined from 561 to 502. However, our Load continues to remain well above the college average of 479 in 2016-2017 and 456 in 2018-2019. Our fill rate also declined from 86.5% in 2016-2017 to 76% in 2018-2019, although this is still above the college average of 70% (2016-2017 and 2018-2019).

In both 2016-2017 and 2018-2019, we ran 38 sections. In 2017-2018, we ran 34 sections and our Load and Fill rate were both up (Load: 560; Fill rate: 88.6%). In response, we recently adjusted the number of sections we are offering in 2019-2020 from 38 to 35 and expect to see Load and Fill rates rise as a result. We will continue to monitor enrollment trends carefully and adjust our sections in response, while also maintaining a robust and viable History program.

Our success rates have improved from 68.7% in 2016-2017 to 71.2% in 2018-2019. Retention has also improved from 83.49% to 86.59% during the same two years. Our success rates have consistently been slightly below the college average, but we have been closing that gap. Our Success rate in 2016-2017 was 95% of the college average and in 2018-2019 it was at 98%. Given the fairly high expectations and significant reading and writing assignments in a transfer-level history class, we feel fairly good about these numbers. That said, we continue to work to improve them.

Conclusions: Overall, our department remains very productive and continues to offer a good selection of day and evening, face-to-face and online courses, in spite of a decline in overall headcounts. Subjects (specific courses) are spread out in such a way as to offer students as many options as possible. With the exception of HIST 101, our core courses (core for the major and requirements for most majors) are offered consistently each year, at different times, during the evening, and online. We have a reduced number of electives after banking some classes, but we are offering a more limited selection of electives more regularly.

8-A. Access & Completion: Overall, both success and retention rates (in both face-to-face and online classes) are up for black, Hispanic, and Filipino students -- groups that we previously identified as being less likely to succeed in our history classes. For example, success rates for Hispanic students in online classes increased from 57.7% in 2016-2017 to 63.2% in 2018-2019. Unfortunately, no Success rate is given for Pacific Islander students (a group that has been disproportionately impacted in the past) in 2018-2019. However, retention is up significantly for this group, from 75% in 2016-2017 to 91.7% in 2018-2019. That said, it is important to note that in some cases, we are talking about a very small number of students. For example, there are only between 10-12 Pacific Islander students enrolled in history classes in any given year.

While we see some improvement, there is still work to be done. (For example, the success rates for Filipino men were very low, with a 26% gap.) That's why we collaborated with the other Social Science disciplines to discuss and share the Equity Supplement findings this year. We continue to work together to try and identify specific actions we might be able to take to try and eliminate continuing disparities in success and retention. Some of the suggestions include, hiring more (diverse) faculty members, continuing to incorporate more culturally relevant curriculum into our courses, and providing effective and appropriate support services and access to a diverse group of peer tutors / mentors. The last area is one in which the college, could do more, especially for those students who do not currently participate in one of our specialized support programs (such as EOPS, TRiO, Promise, etc.). This will be important to keep in mind as we move forward with implementing Guided Pathways.

8-B. Completion - Success Online: Overall, both success and retention have been improving in our online classes. For example, in Fall 2018, the success rate for online students in the History Dept. was 65.2% (65.1% college-wide), as compared to 55.8% (59.7% college-wide) in Fall 2016.

As part of our last program review, we identified two online classes (HIST 104 and 106) in particular that had very low success rates. The success rates for those classes have improved significantly, from 42% success (HIST 104) in Fall 2016 to 74.5% success in Spring 2019. And from 42.2% to 61.2% for HIST 106 during the same time period. (This was likely due to the fact that adjunct faculty received additional training through QOLT, and in addition, these classes are now being taught by both full and part time faculty.)

The only hybrid courses currently in our department are run by CWA. With one semester's exception (Fall 2018 had a very low success rate for some unknown reason, 48.1%), the success rates have been very consistent and well above the college-wide goal, over the past few years, ranging from 73%-76%.

One observation: HIST 245 (Race, Ethnicity, and Immigration) online seems to attract a lot of young (51.3% are 18-22 years old, compared to 41.6% college-wide), first generation (57.5% of those enrolled, compared to 46.7% college-wide), Hispanic students (39.9% compared to 25.3% college-wide), and the success rates for this online class are slightly lower than they are for most other history classes on average (~68% compared to ~70%). It would be interesting to know how many of these students are taking their first online class and what effect that might have on the likelihood that they will be successful. Faculty are also interested in pursuing additional professional development opportunities and setting aside more time to work to develop innovative online teaching techniques and approaches in this class and other classes that might have similar demographics (such as HIST 246). This might be done in conjunction with on-boarding Guided Pathways and FYE and cohort learning models.

9A. SLO Assessment - Compliance: The History Department has worked hard to regularize assessment and comply with SLO reporting requirements, and we have improved significantly. The adoption of the three-year assessment cycle, especially, has made it easier to deal with workload issues and stay on top of the reporting requirements. We have had to make adjustments to that schedule as we have reduced the number of sessions that we are offering and several sections were cancelled, including HIST 101, which is the one class that is not up to date as a result.

We reviewed the SLOs for all courses and inactivated some that were ineffective and no longer being assessed. We also aligned all History Department syllabi with the SLOs in our Course Outlines and in Improve (TracDat).

There is still some uneven participation in, and differing approaches to, SLOs assessment on the part of adjunct faculty (which is understandable given that most work on multiple campuses and receive no compensation for the additional reporting requirements). However, the longer we do this, the more in sync we have become. For example, the last time we did Program Review, we had several adjunct faculty who were assessing SLO's developed elsewhere. Now, everyone understands that the SLOs are tied to the Course Outlines of Record for our campus. The next step for us is to continue to evaluate and fine-tune individual learning outcomes for each course. This is something we intend to do as part of the regular curriculum updates cycle all of our courses (due by or before Fall 2022).

9B. SLO Assessment - Impact: We have been quite pleased with the results of our SLO assessments. Most of the discussion that has taken place has been at the Program Learning Outcomes level, as part of the interdisciplinary direct assessment that the Social Sciences faculty conducts at the end of each semester. These discussions have reaffirmed the direction we have taken with both PLOs and History SLOs, which align nicely and both vertically (course to program) and also horizontally (across the nine social science disciplines). These discussions have also given us opportunities to compare specific assignments / approaches and discuss best practices.

Since for the most part, different faculty teach different classes with different SLOs, the amount of productive dialogue that we have engaged in regarding assessment at the course level is somewhat limited. That said, we have added more scaffolding, clarity, and details to our assignment instructions. We are providing more model assignments. We have also had more substantive discussions about student research and writing skills and their importance for our discipline.

The history instructors provide a lot of assignments that scaffold and support students through the research and writing processes and some of our SLOs are tied to these skills. One example of this is the following: Distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc. This is an SLO for multiple courses and is basic to historical research and discourse. As a result, we are now considering creating an assessment tool that can be shared with our adjuncts who teach these courses. This would add further clarity about what's expected and make it even easier to collect the results.

10. PLO Assessment: Assessment Plan:
The Social Sciences (Anthropology, Communication Studies, Economics, Geography, History, Philosophy, Political Science, Psychology, and Sociology) have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each

department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2018-2019 assessment period the Social Science faculty examined the PLO "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

Major Findings:
During the 2018-2019 assessment period 76 papers and exams were assessed. 92% (70/76) of the papers/exams received at least a 1 "acceptable" score. The average score for the PLO "Produce evidence-based arguments" was 1.43 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated continued improvement in random sampling. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences.

Possible Improvements:
During the previous assessment period faculty discussed difficulty in identifying social science theories that the writing assignments were targeting; this concern was not addressed during the 2018-2019 assessment period as that PLO was not examined. This will be addressed as part of the next assessment cycle (2019-20).

Looking Ahead

11. Program Planning: In collaboration with the Social Sciences, work in conjunction with the HSS Division and Marketing and Outreach Departments to increase visibility and improve promotion of the nine Social Science disciplines.

Align our History AA and AD-T Degrees, as well as our Guided Pathways program map and course sequences with the UC Transfer Pathways Guide.

Work with Political Science and other Social Sciences faculty to investigate the advisability and feasibility of new course and degree offerings, including HIST/PLSC "History and Politics" classes on Latin America and the Middle East, as a possible solution to low enrolled electives and in order to facilitate degree completion in both disciplines.

Explore the possibility of hiring a joint history-political science faculty member.

In collaboration with the SS, consider new courses and degrees, such as the Global Studies and Social Justice AD-Ts and classes such as: U.S. History from 1945-Present. History of California, revised Latin American and Latino/a themed classes and an Introduction to Global Studies.

Pilot at least one non-CWA hybrid.

In collaboration with the Social Sciences, discuss the needs of our DRC students with the DRC Director. Such a dialogue would help us find solutions to issues that are becoming increasingly common--e.g. Issues with notetakers, distance ed, etc...

Work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (e-books, resources, quizzes, etc.). Faculty continue to have problems with the integration of online books and tools and spend a significant amount of time trying to resolve integration and other technical problems. Accordingly, we would like to support Jai as the interface between faculty/students and the publisher. This would entail his being trained on multiple publisher platforms and forming connections with the various publisher IT reps.

Get HIST 245 approved for GE American Institutions requirement, and HIST 422 approved for CSU GE area C2 (Humanities).

In collaboration with the Social Sciences, maintain the SS Hub as a valuable asset for our students and ensure continued faculty reassigned time at the current rate of FTE .2 for Social Sciences coordination, TOIs, transfer / majors days, research workshops,

etc... We need at least one new computer for the Social Sciences HUB that connects with the projector as it is not consistently functional and out of date.

Bring HIST 101 back into the Schedule rotation. Explore possible alternative methods/modes for offering History 101 (honors, hybrid, online) given that it is one of the six core courses for history majors at Cañada College and colleges/universities across the nation. It is also a class with strong connections to offerings in other social science areas such as Art History, Political Science, and Economics. Further, the current UC Transfer Pathways want students to have a year long history sequence--e.g. Western Civ I and Western Civ II, World History I and World History II.

Reconnect with the District Academic Senate and present our need for a designated server system to the BOT. If the BOT is in favor of this project IT will need to assess the cost of creating and maintaining the designated server system.
Program Review Narrative Status: Complete

Objective: Marketing & Outreach

In collaboration with the Social Sciences, work in conjunction with the HSS Division and Marketing and Outreach Departments to increase visibility and improve promotion of the nine Social Science disciplines.
Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

Action Plans

2019-2020 - Work with our colleagues to identify and develop increased marketing and promotional opportunities. (Active)

Who's Responsible for Completing this Action Plan?: Marketing & Outreach Team, SS HSS faculty & Dean.
Estimated Completion Date: Ongoing.

Objective: UC Transfer Pathways Alignment

Align our History AA and AD-T Degrees, as well as our Guided Pathways program map and course sequences with the UC Transfer Pathways Guide.
Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Estimated Completion Date: 10/01/2020
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - First step (Fall 2019): Review draft program maps and revise as needed. Second step (by or before Fall 2020 curriculum Catalog deadline): review and revise AA and AD-T as needed. (Active)

Who's Responsible for Completing this Action Plan?: Alison Field & Michael Stanford.
Estimated Completion Date: 10/01/20

Objective: HIST/PLSC Classes

Work with Political Science and other Social Sciences faculty to investigate the advisability and feasibility of new course and degree offerings, including HIST/PLSC "History and Politics" classes on Latin America and the Middle East, as a possible solution to low enrolled electives and in order to facilitate degree completion in both disciplines.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020, 2020-2021
Estimated Completion Date: 10/01/2020
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Research similar classes such as the ones offered at Skyline. Discuss possible scenarios with Curriculum Committee (Technical Review esp.). Meet with Political Science Dept. to look at details of course outlines and if feasible, create new course/courses. (Active)

Who's Responsible for Completing this Action Plan?: Alison Field & Lezlee Ware.
Estimated Completion Date: Fall 2020.

Objective: Hybrid class

Pilot at least one non-CWA hybrid.

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2020-2021 - Explore possible options, including HIST 242 or HIST 101. Talk to faculty in other departments, such as PSYCH, that are successfully running hybrid courses. (Active)

Who's Responsible for Completing this Action Plan?: Michael Stanford and Alison Field.
Estimated Completion Date: No set date yet.

Objective: Explore New Hire

Explore the possibility of hiring a joint history-political science faculty member.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Collect enrollment and other pertinent data. Work on curriculum changes (including possible development of HIST/PLSC classes and the Global Studies AD-T. Research similar positions at other colleges. Discuss with others. (Active)
Who's Responsible for Completing this Action Plan?: Michael Stanford and Lezlee Ware.   **Estimated Completion Date:** Spring 2021.

Objective: Work with DRC

In collaboration with the Social Sciences, discuss the needs of our DRC students with the DRC Director. Such a dialogue would help us find solutions to issues that are becoming increasingly common--e.g. Issues with notetakers, distance ed, etc...

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - In conjunction with the Social Sciences, invite a DRC representative to our meeting. (Active)
Who's Responsible for Completing this Action Plan?: Ami Smith & DRC staff.   **Estimated Completion Date:** Spring 2020.

Objective: Inclusive Access Coordination

Work in conjunction with Jai Kumar to establish a point-person to deal with publisher generated technology (inclusive access e-books, resources, quizzes, etc.).

Objective Status: 1 - New (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - Meet with Jai Kumar to continue this discussion and figure out what it will take to get it done. (Active)
Who's Responsible for Completing this Action Plan?: Michael Stanford and Jai Kumar.   **Estimated Completion Date:** Fall 2020.

Objective: Expand GE Credit

Get HIST 245 approved for GE American Institutions requirement, and HIST 422 approved for CSU GE area C2 (Humanities).

Objective Status: 1 - New (PR)
Objective Year: 2020-2021
Estimated Completion Date: 10/01/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Work with our articulation officer to make revisions to CORs and submit for approval by the Fall 2020 GE curriculum deadline (early Oct.). (Active)

Who's Responsible for Completing this Action Plan?: Alison Field (with Gloria Darafshi).
Estimated Completion Date: October, 2020.

Objective: Social Sciences Hub

In collaboration with the Social Sciences, maintain the SS Hub as a valuable asset for our students and ensure continued faculty reassigned time at the current rate of FTE .2 for Social Sciences coordination, TOIs, transfer / majors days, research workshops, etc... We need at least one new computer for the Social Sciences HUB that connects with the projector as it is not consistently functional and out of date.

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2019-2020 - Maintaining the SS Hub, SS coordination, and programming is an ongoing effort. One of our top priorities right now is to begin to update the equipment, beginning with a new master computer for presentations, etc... (Active)

Who's Responsible for Completing this Action Plan?: Ami Smith with the SS faculty.
Estimated Completion Date: Spring 2020.

Resource Requests

Dell desktop OptiPlex 7070 i7, Dell UltraSharp 24 Monitor-U2415, Dell Stereo Soundbar- AC511M - The computers in the Social Science HUB are outdated and at times do not function adequately to use programs such as word or the internet. Further they do not easily connect with the projector. The Social Sciences students would benefit from having all computers in the Social Sciences HUB kept up to date and functional. The cost below only includes the computer that connects to the projector but it would be beneficial to replace all the computers in the Social Sciences HUB

Status: New Request - Active
Type of Resource: Information Technology
Cost: 1646.13
One-Time or Recurring Cost?: One-Time Cost
Division/Department Priority: High Priority

Objective: HIST 101

Bring HIST 101 back into the Schedule rotation. Explore possible alternative methods/modes for offering History 101 (honors, hybrid, online) given that it is one of the six core courses for history majors at Cañada College and colleges/universities across the nation. It is also a class with strong connections to offerings in other social science areas such as Art History, Political Science, and Economics. Further, the current UC Transfer Pathways want students to have a year long history sequence--e.g. Western Civ I and Western Civ II, World History I and World History II.

Objective Status: 1 - New (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Meet to go over scheduling options for 2020-2021. As part of that, consider the various options for HIST 101 and choose the best-seeming course of action. Then, work with marketing and outreach to promote the class. (Active)

Who's Responsible for Completing this Action Plan?: Michael Stanford with Alison Field, Dean Carranza & the marketing team.
Estimated Completion Date: Spring 2019.

Objective: Designated Server

Reconnect with the District Academic Senate and present our need for a designated server system to the BOT. If the BOT is in favor of this project IT will need to assess the cost of creating and maintaining the designated server system.

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020, 2020-2021
Please select the college goals with which this objective aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2020-2021 - This is a long term project. The next steps will be to reconnect with the District Academic Senate and then schedule and prepare a presentation for the Board of Trustees. Assuming the project is approved, then it will require some collaboration with IT in order to identify, price, and fund the best system. (Active)

Who's Responsible for Completing this Action Plan?: Michael Stanford with DAS.
Estimated Completion Date: Spring 2021.

Objective: New Degrees & Classes

In collaboration with the SS, consider new courses and degrees, such as the Global Studies and Social Justice AD-Ts and classes such as: U.S. History from 1945-Present. History of California, revised Latin American and Latino/a themed classes and an Introduction to Global Studies.

Objective Status: 2 - Continuing (PR)
Objective Year: 2019-2020, 2020-2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Action Plans

2020-2021 - Work together with our SS colleagues to ensure the best possible programs and classes. This is an ongoing discussion. Based on the work we've done to date, the most likely action will be to create an Intro to Global Studies class, and pursue the Global Studies AD-T as a new degree program. Next steps: meet together and in consultation with Curriculum to develop the new class and degree. (Active)

Who's Responsible for Completing this Action Plan?: Alison Field, Michael Stanford and SS faculty (esp. Bob Lee and Lezlee Ware) in consultation with the Curriculum Committee, Dean Carranza, and others.

Estimated Completion Date: Not yet determined (Fall 2020 or 2021).