

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

Department/Program Title: History **Date submitted:**

0. Key Findings:

1. Planning Group (include PT& FT faculty, staff, stakeholders)

List of names and positions: FT faculty: Michael Stanford and Alison Field. **PT faculty:** Chuck Carlson, Justin Coburn, Scott Haine, Michael Noonan, Anthony Swanson and Frank Young.

2. Writing Team and Contact Person: Michael Stanford and Alison Field.

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty: Michael Stanford and Alison Field.

PT Faculty: Shiferaw Assefa, Chuck Carlson, Justin Coburn, Michael Ferrari, Scott Haine, Michael Noonan, Anthony Swanson and Frank Young.

FTE FT Classified

PT Classified (hrs/wk)

Volunteers

Student Workers

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

Our history program at Cañada College is designed to offer history majors and those interested in history not only basic transfer courses, but also the opportunity to receive a broad background in both U.S. history and the history of different regions of the world. Further, 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, learning communities, study groups, book review groups, and exam preparation workshops.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

Social Sciences Program Student Learning Outcomes:

1. Analyze social science concepts and theories.
2. Produce evidence-based arguments.
3. Evaluate diverse viewpoints related to the human experience.

Assessment Tools:

1. In order to assess the PLOs, the Social Science faculty have created a general analytic rubric to be used across the departments to score 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). In Fall 2013, 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. (The rubric and results are included as an appendix to this document.)
2. Assessments for the program level learning objectives are also embedded in the course level assessments and linked to the Program Level SLOs. Methods of course level assessment include:
 - a. Questions embedded in a written exam.
 - b. Take-home written essay.
 - c. Written essay as part of an exam.

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

Regarding curriculum: All of our course outlines have been revised in the past two years. The Associate Degree for Transfer was also submitted and approved by the Curriculum Committee. The History AA Degree was also revised, submitted and approved (Fall 2013).

Regarding Social Sciences collaboration: the SSHub has already become a vibrant center for Social Science students. The scholarship program is holding its second annual fundraiser. (To date we have raised more than \$10,000.)

Regarding DE: One additional DE course was added to our Summer 2013 Session. We are currently running 3 DE courses per semester and would like to add a fourth by Spring 2015, if resources permit. To serve our students, we need to ensure that we maintain our current face-to-face offerings, before adding additional online courses.

- No additional DE faculty are needed at this time.

Faculty have continued to participate in conferences, trainings and workshops.

The Land Grants map is now on display in the center of the library.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

Please see the attached SLOAC report from TracDat, listing all history courses with their SLOs, assessment plans, and results and action plans.

HIST 100

SLO #1: Students will identify the major political, economic, social, and cultural developments in Western Civilization to the fall of Rome. (To be assessed SP14)

SLO #2: Students will learn to distinguish between and use primary and secondary sources in the history of Western Civilization. (To be assessed SP14)

SLO#3: Students will be able to identify the contributions of ancient Greece to Western Civilization and assess their significance in western society. (Assessed SP12; Criterion met)

SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from the history of Western Civilization. (To be assessed SP14)

HIST 101

SLO#1: Students will be able analyze the importance of the French Revolution on the trajectory of French and European history. (Assessed SP12; Criterion met)

SLO #2: Improve students' understanding of reading strategies and how to read a textbook strategically. (To be revised; made inactive as of SP14).

SLO #3: Distinguish between, analyze and use both primary and secondary historical sources in the history of Western Civilization after the fall of Rome. (To be assessed SP14)

SLO #4: Articulate an informed point of view and reason-based argument that is well supported by historical evidence and examples from the history of Western Civilization since the fall of Rome. (To be assessed SP14)

HIST 104

SLO #1: Students will distinguish between, analyze and use both primary and secondary historical sources in world history to 1500. (SP14; Criterion met)

SLO #2: Explain the growth of significant complex societies from prehistory to 1550 in diverse settings across the world. (SP12; Criterion met)

SLO #3: Compare and contrast the growth of political, economic, religions, and cultural institutions among human societies. (SP12; SP14; Criterion met)

SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from HIST 104. (SP12; Criterion met)

HIST 106

SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in world history after 1500. (Fall12; Criterion met)

SLO #2: Explain and analyze the evolution of the world's major empires during the early modern era. (Fall11; Criterion met)

SLO #3: Explain the rise of the West within the larger context of global development. (SP12; Criterion met)

SLO #4: Define and explain the significance of "World History" as a sub- discipline of history. (Fall13; Criterion met)

HIST 201

SLO #1: Distinguish between and use both primary and secondary sources in the history of the United States through 1877. (Fall12; Criterion met)

SLO #2: Analyze and interpret the U.S. Constitution, specifically: Who is in charge of the executive, legislative, and judicial branches? Who makes the laws, enforces the laws, and interprets those laws? (SP13; Criterion not met; Action taken; follow-up still needed – SP14)

SLO #3: Identify the causes of the American Revolution and assess their impact on the creation of the United States. (Fall11; SP12; Criterion met)

SLO #4: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from U.S. history. (SP12; Criterion met)

HIST 202

SLO #1: Identify and analyze the major effects of the industrial revolution. (Fall11; Criterion met)

SLO #2: Compare and contrast the varied experiences and perspectives of diverse groups or individuals in American history. (SP13; Criterion met)

SLO #3: Students will be able to identify the causes of the Industrial Revolution and assess the impacts of the Industrial Revolution on American society. (SP12; Criterion met)

SLO #4: Trace and measure the growth of technology and its multifaceted impacts on American society. (SP12; Criterion met)

SLO #5: Distinguish between, analyze and use both primary and secondary historical sources in U.S. History from 1877 to the present. (Fall13; Criterion met)

HIST 242

(Note: This course has only been offered once in the past three years & it's taught by an adjunct faculty, so it has not yet been assessed. Spring 2015?)

SLO #1: Identify and describe the major political, economic, social and cultural developments in African American history. (To be assessed the next time class is offered)

SLO #2: Distinguish between, and use, both primary and secondary historical sources in African American history in the U.S. (To be assessed the next time class is offered)

SLO #3: Conduct historical research and develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. (To be assessed the next time class is offered)

HIST 245

SLO #1: Distinguish between, analyze and use both primary and secondary historical sources in the history of race, ethnicity and immigration in the U.S. (Fall12; Criterion met)

SLO #2: Define race and ethnicity and explain their significance as historical, mutable concepts. (Fall11; Fall12; Criterion met)

SLO #3: Compare and contrast the experiences of different immigrant groups. (SP13; Criterion met)

SLO #4: Articulate an informed point of view and reason-based argument that is well supported by historical evidence and examples from the history of race, ethnicity & immigration. (SP12; Fall13; Criterion met)

HIST 246

(This course has only been offered once during the past 3 years; it will be offered and the remaining SLOs assessed in Fall14)

SLO #1: Students will compare and contrast the experiences of various Latino peoples & communities during the post- World War II era. (Fall12; Criterion met)

SLO #2: Students will distinguish between, analyze and use both primary and secondary historical sources in Latino history in the U.S. (To be assessed Fall14)

SLO #3: Students will be able to explain the causes, course and consequences of the U.S. - Mexican War, 1846-1848. (To be assessed Fall14)

HIST 247

(This course has only been offered once in the past 2.5 years; it is currently running and the remaining SLOs will be assessed SP14)

SLO #1: Identify and explain the major political, economic, social and cultural developments in U.S. Women's History. (SP13; Criterion met)

SLO #2: Distinguish between and use both primary and secondary historical sources in U.S. Women's History. (To be assessed SP14)

SLO #3: Define gender and explain its significance in determining human experiences in the past. (To be assessed SP14)

SLO #4: Analyze the impacts of class, race, ethnic and regional differences in women's lives. (To be assessed SP14)

SLO #5: Conduct historical research and develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from HIST 247. (To be assessed SP14)

HIST 422

SLO #1: Analyze and evaluate the most significant legacies of the colonial era for Modern Latin America. (Fall13; Criterion met)

SLO #2: Students will distinguish between, analyze and use both primary and secondary historical sources in Modern Latin American History. (Fall12; Criterion met)

SLO#3: Develop an informed point of view and reason-based argument that is well supported by historical evidence and examples. (SP12; Criterion met)

SLO#4: Locate major political and geographical features of Latin America on a map, Exam in relation to the rest of the world. (To be assessed the next time this class is offered)

HIST 451

(This course has been cancelled twice in the past few years, so we have not yet had a chance to begin the SLOAC)

SLO #1: Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course.

SLO #2: Students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc.

HIST 452

SLO #1 Students will identify the major political, economic, social, and cultural developments occurring during the time period and at the location(s) specified by the course. (Fall12; Criterion met)

SLO #2 Students will learn to distinguish between and use primary and secondary sources in written assignments, ppt presentations, oral presentations, etc. (Fall12; Criterion met)

HIST 455

SLO #1: Identify and describe the major political, economic, social and cultural developments in Middle Eastern history. (Fall13; Criterion met)

SLO #2: Distinguish between, and use, both primary and secondary historical sources in Middle East history. (To be assessed the next time the class is offered)

SLO #3: Conduct historical research and develop an informed point of view and reason-based argument that is well supported by historical evidence and examples from Middle Eastern history. (To be assessed the next time the class is offered)

Overall: most of our regularly offered classes are engaged in the SLOAC, and some faculty are gaining value from using the SLOAC to refine their teaching methods and improve teaching and learning. However, the reporting process is time-consuming and burdensome, particularly for part-time faculty members, who teach one-third or more of the history sections offered each semester.

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

None of our course outlines are over six years old. All of our courses have been updated at least

once in the last two years.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group’s 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

- All six of the core courses (HIST 100, 101, 104, 106, 201 and 202) required for the History Degree are offered each semester. Four of the six core courses (HIST 104, 106, 201 and 202) are offered online at least once per year. One online class has been added to the Summer Session (to begin Summer 2013). The U.S. History classes (our most popular) are also offered regularly in the Evenings. In conclusion, students seeking to fulfill GE and/or history degree and transfer requirements with core history classes are able to choose from a variety of scheduling options well within a two-year cycle.
- The rotation / schedule for the history selective courses is not yet where we would like it to be. However, it has improved since 2011 thanks to the additional FT hire and small improvements to the overall budget situation. HIST 455 (Middle East) is currently being offered every semester. HIST 422 (Latin America), HIST 246 (Latinos) and HIST 247 (Women) are currently being offered in an alternating sequence, so once every three semesters. However, we would like to offer these courses once per year. Other selectives, including HIST 242 (African American), HIST 451 (Far East I) and HIST 452 (Far East II) have been offered sporadically. We attempted to run HIST 243 (Africa) for the first time in Spring 2014, but it failed to achieve sufficient enrollment – we will try again in Fall 2014 with more lead time and more outreach and publicity.
- The History Program is growing its distance education opportunities at an appropriate rate, adding one Summer offering and one Fall offering this past year. We would like to add a fourth section by Spring 2015, if resources permit. In addition, we are hoping to explore the possibility of offering hybrid classes with a face-to-face testing center.
- The History Program is committed to continuing to offer the 8-unit, basic skills College Success Learning Community, “Crossing Borders” (HIST 245 with ENG 847), while also continuing to expand opportunities for honors students. (Currently, two classes – HIST 100 and HIST 201 -- offer a limited number of honor’s contracts. In Fall 2014, we will run our first concurrent honor’s section in HIST 106, World History.)

| Year 1 | Year 2 |
|--|--|
| Fall 2012 Semester (10 courses; 15 sections): <ul style="list-style-type: none"> • HIST 100 (Western Civ. I) • HIST 101 (Western Civ. II) Honors LC • HIST 104 (World I) Online • HIST 106 (World II) • HIST 201 (U.S. I) | Fall 2013 Semester (9 courses; 16 sections) <ul style="list-style-type: none"> • HIST 100 (Western Civ. I) • Hist 100 (Western Civ. I) CWA Evening • HIST 104 (World I) Online • HIST 106 (World II) • HIST 201 (U.S. I) • HIST 201 (U.S. I) Online |

| | |
|--|---|
| <ul style="list-style-type: none"> · HIST 201 (U.S. I) Online · HIST 201 (U.S. I) Evening · HIST 201 (U.S. I) CWA Evening · HIST 202 (U.S. II) x 3 · HIST 245 (Race, Ethnicity) · HIST 246 (Latinos) · HIST 452 (Far East) HIST 455 (Middle East) | <ul style="list-style-type: none"> · HIST 201 (U.S. I) Evening · HIST 201 (U.S. I) CWA Evening · HIST 202 (U.S. II) x 3 · HIST 202 (U.S. II) Online · HIST 245 (Race, Ethnicity) · HIST 245 (Race, Ethnicity) BS LC · HIST 422 (Latin America) · HIST 452 (Far East) cancelled · HIST 455 (Middle East) |
| <p>Spring 2012 Semester (9 courses; 14 sections):</p> <ul style="list-style-type: none"> · HIST 100 (Western Civ I) · HIST 101 (Western Civ II) · HIST 104 (World I) · HIST 106 (World II) Online · HIST 201 (U.S. I) x2 · HIST 201 (U.S. I) CWA Evening · HIST 202 (U.S. II) x2 · HIST 202 (U.S. II) Online · HIST 245 (Race, Ethnicity) Evening · HIST 245 (Race, Ethnicity) BS LC · HIST 422 (Latin America) · HIST 455 (Middle East) | <p>Spring 2013 Semester (11 courses; 15 sections):</p> <p><i>(Plus 3 courses in Florence)</i></p> <ul style="list-style-type: none"> · HIST 100 (Western Civ. I) · HIST 104 (World I) · HIST 106 (World II) Online · HIST 201 (U.S. I) x2 · HIST 201 (U.S. I) CWA Evening · HIST 202 (U.S. II) x2 · HIST 202 (U.S. II) Online · HIST 202 (U.S. II) Evening · HIST 242 (African American) · HIST 245 (Race, Ethnicity) · HIST 245 (de-linked from BS LC) · HIST 247 (Women) · HIST 455 (Middle East) · <i>HIST 100, 101 and 201 taught by Michael Stanford in Florence</i> |
| <p>Summer 2012 (2 courses; 2 sections):</p> <ul style="list-style-type: none"> · HIST 201 (U.S. I) · HIST 202 (U.S. II) | <p>Summer 2013 (4 courses; 4 sections):</p> <ul style="list-style-type: none"> · HIST 104 (World I) CWA · HIST 201 (U.S. I) · HIST 202 (U.S. II) · HIST 202 (U.S. II) Online |

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.

- Reflect and analyze causes of trends.
- Enrollment: overall headcount increased 13% (537-604) from Spring 2012 – Spring 2013, the number of sections increased 11% and average enrollment remained very solid.
- Efficiency: the History Department has a total load of 596, 20% over the college average of 479.
- Student Performance: Since 2010, Student Success rates have increased 7.4%. From Spring 2012 – Spring 2013, the Success rate climbed 4.6% to 69.5%, which compares favorably to the college as a whole (69.8%). Student retention rates are also hovering close to the college average at 82.4% (compare to 83%). We feel very good about these numbers, especially given the rigor of our transfer - level history program. And we are committed to continuing to improve success and completion rates.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint

<http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

PSLO Assessment Plan and Results as a measure of quality and success:

The analytic rubric developed by the Social Scientists, provides descriptive feedback along several dimensions or parts, allowing faculty to reflect on key program goals and outcomes, including the student's ability to critically assess social science concepts and theories and how they relate to the field of study (history, in our case). While more work needs to be done to assist faculty in identifying specific theories and how to assess their application in each of our disciplines, this approach allows the social scientists to engage in valuable conversation and reflection about how students learn and apply more complex critical thinking skills.

The criterion was met, as the average competency for each of the three PLOs was found to be "acceptable." There was some difficulty identifying the social science theories that the writing assignments were targeting and this may have resulted in unnecessary scores of 0 ("incomplete"), or a no-score ("not applicable"). Faculty also 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 program. By discussing and reading what is done in others' departments and classes, several faculty viewed the assessment process as valuable.

Community needs: there have been no significant changes with regards to the needs of the community at this time.

The History Department places a very high value on continuing to provide our students and community with high quality and rigorous instruction in the social sciences and liberal arts, more generally. It is important to us to proactively reach out to the community and inform them of the value of the education that we can provide. To this end, SS collaboration and the SS Hub, in conjunction with high profile guest speakers, faculty TOIs (Topics of Interest), special events and the annual Social Sciences fundraiser are very important to us.

We also support the efforts of A2B to bring a four-year Liberal Arts degree to our campus.

Transfer requirements: The revised AA Degree in History and the new AA-T Degree in History, both approved by the Curriculum Committee in Fall 2013, should better meet the needs of our transfer students in the years to come.

C. Other Considerations

None at this time.

7. Action Plan

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.

Include details of planning as a result of reflection, analysis and interpretation of data.

- Continue to collaborate with the Social Sciences faculty to assess student learning, refine the PSLOs and assessment tools, and make meaning out of the results. In Fall 2013, 18 random student writing assignments were scored using the analytic rubric. All of the scores for each of the PSLOs exceeded the minimum average score of 1.0. The next step is to review the PSLOs and the descriptive feedback for each level of competency of the rubric as a group. Once the scoring faculty have randomly selected the writing assignments that they will score, each faculty will briefly describe how the assignment from their department directly connects to social sciences theories. This is a necessary addition to the assessment process given the multi-disciplinary composition of the program.

- Complete the SLOAC for all course level SLOs that have not yet been assessed, for all classes offered in this (SP14 – Fall14) cycle (HIST 100, 101, 246 and 247).
- Continue to collaborate closely with the other Social Sciences faculty to provide high quality instruction in the Social Sciences, and to provide our history students with support and encouragement through ample opportunities to engage in their educational experience in a variety of ways, including: peer tutoring, textbook reading workshops, guest lectures, field trips, film workshops, monthly history brown-bags for history majors, transfer workshops, TOIs and the Social Sciences Student Scholarship.
- Continue to offer a full slate of face-to-face (day and evening) and online core courses in addition to regularly offering a wide range of selectives, in order to ensure that our students can access the courses they need. Specifically, we need to promote the following for Fall 2014:
 - HIST 243, African History.
 - HIST 106, Honors section.
 - HIST 452, Far East II.
- Continue to develop more honor's options, adding one concurrent section in Fall14 and one in SP15.
- Continue to take full advantage of Professional Development opportunities, in order to keep the curriculum up to date, and hone our skills as history instructors.
- Continue to collaborate with, and support, programs such as A2B and Latin American and Latino Studies, to encourage cross-fertilization. And, assist in revising and promoting the interdisciplinary International (Global) Studies Degree, for the same reasons.
- Promote the newly revised AA and AA-T degrees in history, to students, counselors and other campus and community members.

8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

The History Department successfully hired a part-time faculty member in Fall 2013 to teach the new History of Africa class (HIST 455). We have no additional faculty and staff hiring requests at this time.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Faculty participated in the following professional development activities this past year:

- The Organization of American Historians (OAH) Annual meeting, incl. Community College Workshop (SP 13; SP14).
- Humanities West conferences on a variety of topics (ongoing).
- International Humanities and Social Sciences Conference (SUM13).
- Cañada College Basic Skills retreat (and committee membership) (SP13; SP14).
- Cañada College Learning Communities retreat (SP13; SP14).
- Educators for Fair Consideration (E4FC) Conference (SP13; SP14) (and the DREAMers Task Force - ongoing).
- ORIAS, World History Working Group, UC Berkeley, Office of Resources for International and Area Studies (ongoing)
- Society for French Historical Studies, panel commentator. (2013)
- Western Society for French History, panel chair and presenter. (2013)
- Co-authored, edited and blogged on European café culture, Simone de Beauvoir, and French cabaret for various publications and “A Woman’s Paris” blog, edited by Barbara Redmond. (2013)

Next year:

- The Organization of American Historians Annual meeting, incl. Community College and Oral History Workshops.
- Conference on Byzantine Art and the History of Constantinople.
- Cañada College Basic Skills retreat.
- Cañada College Learning Communities retreat.
- Educators for Fair Consideration (E4FC) Conference.
- ORIAS, World History Working Group, UC Berkeley, Office of Resources for International and Area Studies (ongoing)
- Latin American Studies Association Annual Meeting.

The benefits of these professional development activities:

Participation in Professional organizations, such as the OAH and the Society for French History, is essential to keeping current in our respective fields of interest and bringing recent scholarship into the curriculum.

Participation in the Basic Skills retreat (and committee) and the Learning Communities retreat (and work) provide crucial training, links and cross-fertilization between basic skills and transfer-level teaching and learning. This facilitates pathways, success, and completion for the more than two-thirds of Cañada students who enter college without the reading and writing skills necessary to succeed in transfer-level history, and other social science classes.

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested

- vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

Permanent Mac power cord in Room #3-142, \$80 from Apple. This will allow professors to leave their power cords at home or in their offices and quickly set-up their computer system for in-class use.

No other requests at this time.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

None at this time. We are pleased to now have access to a list of current history majors. This gives us the ability to support, encourage and track these students through their educational process.

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

None at this time.