Proposal Title: SJC History Department – American Historical Association Conference Attendance

Originator and Position: Christina Yamanaka, Associate Professor and Department Chair of History

Area Dean: Dr. Carlos Tovares

Campus: San Jacinto Campus

Area Vice President: Dr. Rudolph Besikof

Budget Account Code: 11-122-0000-0-2205-0000-X

*Total Amount Requested: $1900

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.

Please check:

| One-Time Funding: □ | On-Going Funding: ☒ | Safety: □ |

1.) For what are you asking?  2.) Why is the request timely and important?  3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

The San Jacinto Campus History Department is requesting ongoing funding to send a full-time history faculty member to the American Historical Association (AHA) Conference. The AHA is the premier conference in our discipline, with twelve sessions of multiple panels spread out over four days. Annual attendance at the AHA is an important opportunity for MSJC history instructors to stay abreast of new teaching pedagogies, the use of digital technologies in history classes, and the most recent scholarship in world and U.S. history. This request is particularly timely since the 2015 SJC History RAP for the purchase of laptop computers was funded. Workshops at the AHA on “Digital History” will give MSJC history instructors the ongoing chance to learn from pioneers in their field how to effectively incorporate classroom technology into lesson planning and how to enhance the in-class research and collaborative learning opportunities of students. These techniques can be shared with other MSJC faculty since multiple departments have recently requested funding for the purchase of classroom technology. Additionally, networking at the AHA conference will create opportunities to invite famous historians to participate in the Annual SJC History Department Guest Lecture Series that benefits students, faculty, and the community. The need for conference travel to gain exposure to new research and digital technologies was identified in history faculty meetings held in
Resource Allocation Proposal (RAP)  

August 2014 and in October of 2015 where fulltime and part-time faculty addressed their concerns about the learning environment, research opportunities, and twenty-first century digital literacy skills of our students.

Section I – Program Review and Learning Outcomes - 20 points possible

1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). Link to Program Review

Our request for annual attendance to the AHA Conference is supported by our 2015-2016 Annual Program Assessment (APA) and our 2014-2015 Comprehensive Program Review. As part of our recent APA, we identified areas where we could improve our department’s retention rates and success rates. We found that the retention rates of some SJC history courses fell below the program average of 85%. To rectify this concern, I stated on page 14 of the APA, “SJC History is submitting a RAP for funding to attend History Conferences that focus on new research, innovative pedagogies, and the up-to-date use of classroom technology. Exposure to the most recent developments in the field of history will enhance the quality of instruction, attract students to history courses, and help maintain and improve retention rates.”

In terms of success rates, I wrote on page 16-17 of the APA, “The SJC History course success rate was 63% which was below the program success rate of 66%....The lower success rates of History 101 and 102 suggest the need for... (f)unding for the SJC History Department RAP to attend and participate in local conferences.” Through these conference experiences, history faculty will gain access to new teaching methodologies and best practices for technology usage in the classroom that will help improve history department success rates and ensure that computers already funded for room 1255 at the San Jacinto Campus are fully utilized by faculty and students alike.

Attending the AHA Conference fulfills one of the History Department’s “Program Goals” to “(e)nhance the visibility of the MSJC History Departments on campus, in the community, and in the academic community through participation in local, regional, and national conferences” (page 26 of the Annual Program Assessment, page 9 of the Comprehensive Program Review).

Lastly, on page 30 of our APA I identified funding for conference travel as one of the three greatest needs for the SJC History Department. I wrote on page 29, “The San Jacinto
Campus History Department will also be requesting a RAP for attendance at conferences so that fulltime faculty can present their research and contribute to larger academic discussions and debates amongst professionals in the field of History. Presenting at conferences is also a great way to showcase the talent of our fulltime History faculty and highlight Mt. San Jacinto College as institution of not only superior instruction, but also of serious and forward-thinking research. The cost of attending conferences however is often a barrier to participation so the San Jacinto Campus History Department is submitting a funding request for conference travel for fulltime faculty. The new perspectives gained at conferences can be brought back into our classrooms at MSJC and ultimately help improve our quality of teaching as well as student success.”

I summed up the significance of conference participation on page 30 of the APA with the following statement, “By supporting these needs, the administration will help the History Department district-wide accomplish its 2014 Program Review and 2015-16 Annual Program Assessment goals of continuing to offer high quality instruction to our students, maintaining and improving student success rates as well as minimizing withdrawal rates, meeting the growing demand for History courses, enhancing the visibility of the History Department on campus and in the community, and facilitating training opportunities for History faculty. Through the accomplishment of these goals, this will ensure that our students receive the best possible History education at Mt. San Jacinto College to better prepare them for transfer success and for obtaining their long-term career plans.”

2.) How will this request help improve student learning in the course and/or program (12 points)? Link to Learning Outcomes

The Department Learning Outcomes for History include: a) Identify the argument of a text and deal with it critically in multiple forms of expression. b) Grasp and identify themes and change over time. c) Effectively evaluate source materials with a variety of media. d) Expose students to multiple perspectives from multiple disciplines. e) Synthesize, evaluate, and analyze historical problems using written or oral communication. Attending the AHA Conference would support all learning outcomes for the History Department.

For DLO A, attending the AHA Conference on teaching methodologies will provide insights to an instructor of how to enable students to identify and critically analyze the main argument of a work in text or digital format. For example, students could access primary sources online through the use of laptop computers such as the Ramayana from India and then collaboratively identify and critically analyze key arguments in the reading. Individual or group work can then be shared with the class through the use of Google Apps for Education (i.e. Google docs) that
allows for students to see the written work of all of their colleagues simultaneously and learn from their collective responses. At a history conference, an instructor can learn how to effectively utilize these types of technologies for the history classroom.

For DLO B, a history faculty member after attending the AHA Conference that is focused on digital technology can learn about new online charts, visual images, speeches, video clips, and historical documents that provide an overview of important themes and how civilizations have changed over time. Historical maps can be referenced for example and then compared to a contemporary Google map of the same location. Primary sources from the past can be compared to contemporary news stories to enrich the learning experience of students and allow students to discover historical themes and appreciate change over time through their own online investigations utilizing laptops. Exposure to these types of activities at a history conference will create a more dynamic and student-centered educational environment for history students.

DLO C is also addressed by attending the AHA Conference on digital technology since the conference will introduce a variety of media to attendees that can be accessed online. Although historians heavily draw on written text as an important resource for understanding the past, artwork, song lyrics, advertisements, urban planning, and many other media also serve as a window to understanding our human history. Instructors will learn how to more effectively utilize laptop computers to access these historical sources, what methods they can use to evaluate these sources, and how to strategically incorporate digital technology into the classroom. This demonstrates the importance of attending a history conference focused on digital technology.

The AHA Conference can also introduce instructors to multiple perspectives about the past from multiple disciplines through digital technology, which is the goal of DLO D. In a discussion of the impact and legacies of Spanish settlement of the Americas for example, instructors can learn how to access and compare digital excerpts from the journal of Christopher Columbus, sixteenth-century images of smallpox-ridden Nahua from conquest-era central Mexico, and accounts of working conditions in the Potosi silver mine. The AHA Conference will direct instructors on how to hold class discussion of these types of digital sources that provide contrasting and contradictory information. This kind of discussion will encourage students to consider the reliability of historical sources, question their own preconceptions of the past, and ultimately arrive at a more informed understanding of history, which is the goal of DLO E. The AHA Conference will show attendees the effectiveness of utilizing digital technologies such as having students take in-class electronic surveys that gauge a student’s ability to synthesize and evaluate historical problems (DLO E). These types of in-class assessments allow the instructor
to immediately evaluate class comprehension of instructional materials and create a more
dynamic educational environment focused on student-centered learning.

The AHA Conference will also provide a means of improving CLO assessment results of history
students at our college. Students have underperformed on the following CLO in the History
Department, “students will be able to analyze and assess a variety of sources as they relate to
history.” This CLO can be found in History 103, 104, 106, 107, 108, 109, 111, 112, and 124.
Assessment results have indicated average or sub-par performances when students are tested
on this CLO. For example, the CIP for History 107 Assessment conducted in Fall 2015 indicated
that “some students underperformed on CLO 2, the ability to analyze and assess a variety of
sources. Students could benefit from being able to access a variety of digital sources in the
classroom on laptop computers so that the instructor can facilitate a discussion and encourage
collaborative learning exercises to improve comprehension and overall assessment scores.
Instructors can learn how to incorporate digital technology in the classroom by attending the
“Digital History” workshops and presentations at the AHA Conference next year provided our
department’s RAP funding request is approved.” The CIP for History 107 is representative of
similar lackluster performance on this Course Learning Outcome in other history courses.

Overall, attendance at the AHA Conference will help the San Jacinto Campus History
Department implement its Department Learning Outcomes, improve the quality of classroom
instruction, lead to improved assessment scores, and provide students with twenty-first
century technology skills that will facilitate their transfer success and accomplishment of their
career goals.

Section II – Alignment with Institutional Priorities via the Strategic Plan - 25 points possible

1.) How is your request aligned to the strategic goals below? Check all (typically 2 – 6 goals total) that
apply. Click here for the 2016-17 Prioritization Allocation Rubric (PAR) for points-weighting during
scoring.

2014-17 Strategic Plan Goals

| ☒ | 1. Reduce time to completion of student educational goals and increase degree, transfer and
certificate completion. |
| ☒ | 2. Drive institutional decision-making using internal and external data to inform planning and
prioritize resources. |
| ☐ | 3. Refine staffing plan and process |
| ☒ | 4. Improve fiscal responsibility that is sustainable for the long term |
5. Identify sustainability strategies to improve efficiencies in processes district-wide
☐ 6. Expand and improve student involvement in campus life
☒ 7. Promote quality of institution through enhanced communication within the community (internal/external)
☒ 8. Enhance the overall campus life experience
☒ 9. In an effort to serve students build bridges between instructional services, student services and administrative services
☒ 10. Increase the College’s visibility, value and recognition in the service area

2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

Funding to attend the AHA Conference can contribute to student success and transfer completion (Goal 1) by inspiring an educational environment that “foster(s) innovation and promote(s)...teaching and learning” (Goal 1.4). Attending the AHA conference on digital technologies will also drive institutional decision-making using data (Goal 2) since the use of these technologies will impact how DLOs/CLOs are taught and assessed. It will also help the college achieve a more fiscally sound position (Goal 4) because it will encourage a shift toward becoming a paperless campus through the adoption of more electronic devices. Conference attendance will promote enhanced communication (Goal 7) since students, faculty, and guest speakers invited from the conference will discuss new history research and technology usage at the SJC History Lecture Series. Conference attendance that results in greater use of digital technologies will also “enhance student engagement” (Goal 8.3) and “enhance the overall campus life experience” (Goal 8). Conference attendance will “build bridges between instructional services” (Goal 9) by “increasing professional development” (Goal 9.1) opportunities through districtwide technology training for MSJC faculty. Conference attendance ultimately will increase the College’s visibility (Goal 10) in the local community as a site that is at the forefront of innovative teaching practices.

Section III – Alignment with Institutional Plans - 15 points possible

Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points). Link to Plans

This RAP is connected to the Educational Master Plan for 2009-2016, the Distance Education Plan, the Technology Plan, and the Facilities Master Plan of our college. For example, the employment challenges of college students are addressed on page 24 of the 2009-2016 Educational Master Plan. “Community colleges will experience growth in the 18-to-20-year-old age group of students because the costs of other forms of higher education are very high, while
at the same time there will be a lack of employment opportunities for people in that age group. There will also be an increase in the number of persons 20 to 50 years old who are seeking retraining or upgrading, again due to the lack of job opportunities.” With that in mind, funding for the AHA Conference will lead to greater use of digital technologies in the classroom. This will provide students with an opportunity to develop twenty-first century skills that focus on collaborative learning and problem solving, technology usage, and content creation through technology. These skills will make our students more competitive candidates for the workplace and provide them with the “retraining” and “upgrading” described in the Educational Master Plan.

Additionally, funding for attending the AHA Conference will lead to networking opportunities where MSJC faculty can invite scholars they meet at the AHA Conference to present their research at MSJC as part of the SJC History Department Lecture Series. This series has already garnered a strong following with four out of five lectures in Fall 2015 having 75 to 125 students, faculty, and community members in attendance. Building connections with the local community through this lecture series is consistent with the SJC History Department’s plans to encourage “community development” as listed on page 147 of the Educational Master Plan. Funding to attend the AHA Conference therefore will help ensure our lecture series is a success.

This RAP is supported by the Distance Education Plan since the AHA Conference examines issues connected with hybrid courses, online courses, and the use of digital technologies in course offerings. This type of focus would be instructive to MSJC history faculty who offer online classes and is consistent with the Distance Education Plan’s Overall Program Philosophy that “Mt. San Jacinto College supports a Distance Learning Program that consists of courses that are offered fully online and partially online (hybrid/blended)” (page 4).

Annual attendance at the AHA Conference will help history faculty promote digital technologies in the classroom. The use of laptop computers for example, is supported by the Technology Master Plan that describes the mission of the Information Technology Department as providing “an institutional computing environment that manages and maintains accurate, reliable, and efficient technology services for the success of the College community” (page 2). The administrative unit outcomes listed on the same page emphasize the need to support “a technology infrastructure that is conducive to student learning and College operations, by providing an institutional computing environment that is robust, reliable, (and) secure.” Administrative support for attending the AHA Conference that will lead to greater use of digital technologies is in keeping with the Technology Master Plan’s goal of creating a technology infrastructure that is conducive to student learning.
Lastly, the Facilities Master Plan supports the funding of conference attendance on digital technologies since the goals of the Facilities Master Plan include creating “campuses that...contribute to a high standard of student life” as well as creating “campuses and facilities that promote increased student-faculty interaction and interdisciplinary and collaborative learning” (page 1). Conference attendance on digital technologies will help achieve these goals by facilitating student learning and encouraging instructor-student interaction in the classroom through primary source analysis and research and writing activities. Furthermore, our department’s 2015 RAP for the purchase of laptop computers was funded and we should receive them by the end of this semester for room 1255. Attending the AHA Conference is the next step for instructors to maximize the potential of laptops in the classroom that will ultimately benefit students and enhance the professional reputation of Mt. San Jacinto College.

The SJC History Department has been at the forefront of introducing technologies into the classroom at Mt. San Jacinto College. We have been approached by the SJC Anatomy and Physiology Department as well as the SJC English Department who have requested copies of our Interactive Whiteboard RAP that was approved in 2014. The MVC Biology Department also referenced our department’s 2015 Laptop RAP as part of their funding efforts. Additionally, SJC History has collaborated with Mark Dumas from Instructional Technology Support to offer an Interactive Whiteboard/ENO Board training for SJC faculty last year. One of our department’s associate faculty has also led two ENO Board training sessions for history instructors. Through annual attendance at the AHA Conference, the SJC History Department will be able to continue offering leadership on campus about the effective use of classroom technologies that will ultimately benefit faculty and their students. This is consistent with the Facility Master Plan’s goal of “creat(ing) campuses that strongly support student learning” (page 1).

Section IV – Goals and Measurable Outcomes – 30 points possible

1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

Goal One: Send an SJC History faculty member to the AHA Conference annually.
Goal Two: Learn about new research at the conference and then share this information with the SJC History Department faculty and students.
Goal Three: Study the innovative uses of digital technology in the classroom at the conference and then share this information with the MSJC community.
Goal Four: Improve student success rates through the use of laptop technology and online history materials.
Goal Five: Network at the conference with other academics to build professional ties and establish connections with other colleges and universities.

Attendance at the AHA Conference will improve student learning by having instructors incorporate teaching pedagogies and technology usage they learned at the conference to their own classrooms at MSJC. Networking opportunities at the conference will encourage ties with the history community from across the country and ideally draw in guest presenters to our SJC History Department Lecture Series. This will enhance the out-of-classroom learning opportunities for students and highlight the institutional services offered by the college. Previous RAPs submitted by other programs for conference travel have been approved in recent years so there is a precedent for it. We hope you will consider this proposal given the merits and positive effects attendance at the AHA Conference will afford students and faculty at MSJC.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.

Measurable Outcome for Goal One: Pay for the registration, hotel, and travel expenses of one SJC history faculty member to attend the AHA Conference annually.

Measurable Outcome for Goal Two: Incorporate one new article or book discovered at the conference to an SJC History class the following semester and share the article or book with the SJC History Department faculty via email or at a department meeting.

Measurable Outcome for Goal Three: Train SJC History faculty on how to effectively incorporate laptop computers and digital technologies into class lectures based on information learned at the conference. The training will focus on usage of online primary document resources, electronic research methods, and collaborative writing and learning activities facilitated through the use of resources such as Google Apps for Education.

Measurable Outcome for Goal Four: Analyze institutional data for the success rates of history classes that utilize laptop computers.

Measurable Outcome for Goal Five: Invite one historian from the conference to present their research at Mt. San Jacinto College as part of the SJC History Department Lecture Series.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

Outcome One (attending the AHA Conference) will introduce the SJC faculty member to a variety of new research and teaching pedagogies. Ultimately this experience will help instructors develop methods to assist students with identifying historical arguments and critically analyze them (DLO1), identify change over time (DLO2), effectively evaluate source materials from a variety of media (DLO3), expose students to multiple perspectives (DLO4), and synthesize and evaluate historical problems using written communication (DLO5) through the use of online materials and collaborative learning opportunities.
Outcome Two (sharing new research) is aligned with DLO 1 and DLO 3 since instructors will be introducing and analyzing new historical research with students that is drawn from a variety of media. Outcome Two is also linked to DLO 4 and DLO 5 since exposing students to new research will give them access to multiple perspectives and through the process of analyzing these sources, they will synthesize and evaluate historical problems using written communication.

Outcome Three (faculty training) is linked to DLOs 1-5 since teachers who are exposed to new teaching methodologies and how to effectively incorporate online resources in the classroom will ultimately be in a more strategic position to help students successfully achieve the department learning outcomes.

Outcome Four (success rates) is linked to DLOs 1-5 since improving success rates are a product of successfully implementing the department’s learning outcomes.

Outcome Five (network with other historians) is linked to DLOs 1-5 since inviting a historian to come to MSJC as a guest lecturer will introduce new research and teaching methodologies to history faculty and students that will facilitate achieving departmental outcomes.

Outcomes One through Five are also connected to the CLOs for History Department classes. In eleven history classes (History 103, 104, 106, 107, 108, 109, 111, 112, 115, 124, 160) a common CLO is that students are expected to “identify, develop, and defend a thesis as it relates to history.” This strong focus on writing and research in history courses that have all have the recommended preparation of English 92/98 make it imperative that students have adequate resources to complete in-class research and writing where they have the benefit of collaborative writing opportunities, peer review, and instructor oversight and feedback. Conference attendance to learn about the use of digital technologies makes these writing and research expectations more feasible.

In ten history classes (103, 104, 106, 107, 108, 109, 111, 112, 124, 160) another common CLO is “analyze and assess a variety of sources as they relate to history.” Attendance at the AHA Conference will expose the instructor to new teaching methodologies to encourage students to explore a variety of sources from the past individually or as a group so they are not limited to the sources found in their textbooks. Students can listen to speeches, watch film footage, analyze visual imagery, or read first-hand accounts of past events that are specific to their individual research projects or that enhance class lectures and course materials. In-class digital technology usage will provide invaluable opportunities for instructors to train students on how to identify academic sources for the purposes of research, which is the ultimate purpose of this Course Learning Outcome common to the majority of history classes.

Section V – Implementation Plan – 10 points possible
What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? Christina Yamanaka

2.) What are the projected start and end dates (2 points)? The projected start date is Fall 2016 to pay for the registration and flight for the 2017 AHA Conference. The conference takes place in early January 2017, and then implementation of new research and digital technologies in the classroom will occur in Spring 2017. This cycle will repeat each year as part of our ongoing funding request to attend the AHA Conference to establish a long-term connection with conference attendees and enhance the reputation of Mt. San Jacinto College in the broader academic community.

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)? We will request assistance from the SJC Office of Instruction support staff to help with the registration and travel arrangements for the conference.

4.) When will the outcomes be measured (2 points)?
Outcome One (attending the AHA Conference) will be measured at the end of January once the conference is over. Outcome Two (sharing new research), Outcome Three (faculty training), Outcome Four (success rates), and Five (networking) will be measured at the end of Spring 2017 or beginning of Summer 2017.

5.) How will you measure the desired outcomes (2 points)? Outcome One will be measured by determining if an SJC History faculty member attended the AHA Conference in January. Outcome Two will be measured by assessing whether new research and digital technologies learned at the conference have been shared with the SJC History faculty and introduced into SJC history classrooms. Outcome Three will be measured using faculty and student surveys about the effectiveness of technology in the classroom. Additionally, Outcome Three will be measured by having instructors demonstrate how to use digital technologies to other instructors at the end of the spring semester training session to show their understanding of how to use these technologies effectively for research projects, collaborative learning, writing assignments, and evaluating and analyzing online history resources as part of class lectures and group discussion. Outcome Four will be measured using institutional data on the success rates of history courses where the new research and digital technologies is implemented. Outcome Five will be measured by determining if a historian from the conference participates in the SJC History Department Lecture Series in the fall semester after the conference.

Section VI - Projected Expense Profile
For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4XXX
Supplies and Materials:  Click here to enter text..  Amount requested:  Click here to enter text.
Supplies and Materials:  Click here to enter text..  Amount requested:  Click here to enter text.
Supplies and Materials:  Click here to enter text..  Amount requested:  Click here to enter text.

Object Code 5XXX
Services:  Conference Registration.  Amount requested:  $250.00 (listed on AHA website)
Services:  Airline Travel.  Amount requested:  $500.00
Services:  Hotel.  Amount requested:  $750.00
(These costs are the standard amounts listed on the Conference Registration Form for conference travel.)
Services:  Taxi/Shuttle.  Amount requested:  $120.00
Services:  Parking.  Amount requested:  $60.00
Services:  Personal Mileage.  Amount requested:  100.00
Services:  Meals.  Amount requested:  120.00

Object Code 6XXX
New Equipment/Building or Site Improvements:  Click here to enter text..  Amount requested:  Click here to enter text.
New Equipment/Building or Site Improvements:  Click here to enter text..  Amount requested:  Click here to enter text.
New Equipment/Building or Site Improvements:  Click here to enter text..  Amount requested:  Click here to enter text.

(S2) Subtotal from Non-Personnel Requests:  Click here to enter text.

Total Proposed Budget (sum subtotals (S1) and (S2) above):  $1900.00

3. Secondary Effects (if this proposal is approved)

If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position:  Click here to enter text.

For equipment and technology requests, will additional space be needed to accommodate the requested equipment?  If so, where is the proposed location?  Click here to enter text.
Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? Click here to enter text.

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future. This will not be automatically funded. A new RAP must be completed in the future.

Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.
Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.
Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.