Unit Plan – PROPOSAL FOR NEW INITIATIVES

Unit: History
Division or Area to Which You Report: Social Science
Name of Person Completing this Form: Rick Moniz, Lupe Ortiz, Mark Stephens, Michael Thompson, Jane Wolford, Sherri Yeager
Date: March 17, 2008

Purpose: A “New Initiative” is a new project or expansion of a current project that supports college goals. The project will require the support of additional and/or outside funding. The information you provide will facilitate and focus the research and development process for finding outside funding.

Instructions: Please fill in the following information.

Priority Objective or Strategic Plan Objective Addressed:

Objective: (include goal/objective number from Part II of your Unit Plan for reference)

Formalize and expand a Faculty Inquiry Group to engage in an on-going dialog about student learning & student “success.”

Project Description:

See “What You Hope to Accomplish” from "Goals" area. The dialog will be informed by our program review History Student Survey, and by our collective classroom experience. We hope to analyze "basic skills" in the context of teaching transfer-level, academic history courses: whether it is possible or desirable to teach "basic skills" in a transfer-level course; determine the definition of “basic skills” in the context of teaching/studying history; define "habits of mind" and determine the impact of students’ "habits of mind” on their ability to succeed in our history classes; explore the possibilities of developing / offering stand-alone, remedial “basic skills”/ "habits of mind" courses to prepare students for taking our transfer-level academic history courses, etc.

Expected Outcome:

Develop strategies for improving student success in history.
### Activity Plan to Accomplish the Objective:

<table>
<thead>
<tr>
<th>ACTIVITY NO.</th>
<th>ACTIVITY (simple description)</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>TIMELINE (OR TARGET COMPLETION DATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze results of History Student Survey. Draw appropriate conclusions and identify the major obstacles to student success in history classes.</td>
<td>Sherri Yeager, Lupe Ortiz, Rick Moniz, Mark Stephens</td>
<td>Fall 2008- Spring 2009</td>
</tr>
<tr>
<td>2</td>
<td>Problem-solve. Continue meeting with history faculty, and devise/ experiment with curricular and institutional strategies to address these problems.</td>
<td>Sherri Yeager and Rick Moniz</td>
<td>Fall 2008-Spring 2010</td>
</tr>
<tr>
<td>3</td>
<td>Expand problem-solving dialog: Share results of History Student Survey with Social Science Division colleagues, and colleagues in other divisions. Share our findings with Basic Skills Committee.</td>
<td>Mark Stephens, Lupe Ortiz, Rick Moniz, Sherri Yeager</td>
<td>Fall 2008-Spring 2009</td>
</tr>
<tr>
<td>4</td>
<td>Communicate with History/ Social Science faculty in Bay 10 community colleges and local “feeder” high schools to initiate dialog about &quot;basic skills&quot;, &quot;habits of mind&quot;, and strategies to improve student success in transfer-level academic classes. If feasible, sponsor a Bay 10 forum to discuss these issues, teaching strategies, and the possibility of introducing remedial social science-oriented courses for students to complete prior to registering for transfer-level academic courses.</td>
<td>Mark Stephens and Lupe Ortiz</td>
<td>Fall 2008-Spring 2010</td>
</tr>
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### Resource Requirements:

<table>
<thead>
<tr>
<th>ACTIVITY NO.</th>
<th>BUDGET CATEGORY AND ACCOUNT NUMBER</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Personnel (staffing and benefits for professional experts, reassigned time, classified personnel).*</td>
<td>Reassigned time equivalent of 3 CAH each for two faculty members per semester over two years. The result will be that each of four faculty members will receive 6 CAH reassigned time over the course of two years. (Total = 24 CAH or 1.6 FTEF x $2053)</td>
<td>$49,272</td>
</tr>
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<td></td>
<td>Supplies</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td>Stipends for travel to investigate and discuss discipline-specific Basic Skills efforts at other community college campuses</td>
<td>$ 500</td>
<td></td>
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<td>-------</td>
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<tr>
<td>Total</td>
<td></td>
<td>$49,772</td>
<td></td>
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</tbody>
</table>

Proposed personnel workload may be covered by:
- ☐ New Hires:  ☐ Faculty  # of positions ________  ☐ Classified staff  # of positions ________
- X Reassigning existing employee(s) to the project; employee(s)’ current workload will be:
  - X Covered by overload or part-time employee(s)
  - ☐ Covered by hiring temporary replacement(s)
  - ☐ Other, explain ____________________________________________________________________

At the end of the project period, the proposed project will:
- ☐ Be completed (onetime only effort)
- X Require additional funding to continue and/or institutionalize the project (obtained by/from):
  
  
  Additional funding, currently under investigation.

Will the proposed project require facility modifications, additional space, or program relocation?
- X No  ☐ Yes, explain: ________________________________________________________________________________

Will the proposed project involve subcontractors, collaborative partners, or cooperative agreements?
- X No  ☐ Yes, explain: ________________________________________________________________________________

Do you know of any grant funding sources that would meet the needs of the proposed project?
- ☐ No  ☐ Yes, list potential funding sources:
Currently under investigation.