

Administrative Response to Discipline Review

History

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The History Discipline Review was presented in the Spring of 2008 and began with thoughtful background on History instruction at PCC. It is always good to be reminded of what came before us and we appreciated the 'history of History' at PCC. We also appreciate your reference to the American Historical Association's 'Statements on Standards of Professional Conduct' and your statement that you are in full agreement with those statements. Being in accordance with nationally recognized bodies is important to the professional integrity of the History faculty and the College.

Your thoughtful discourse on how the History discipline fulfills the Mission and Values of the College and meets the five Core Outcomes that apply to lower division collegiate disciplines is appreciated. The seven 'bullets' addressing the History discipline's role in serving students attest to your consideration of how History 'fits' at PCC. You are commended for the development of HST 100 and HST 111 to provide a path for students to study history as they build their skills. Inclusion of service learning projects in some classes and development of courses that support the cultural diversity requirement of the AAOT degree are good example of how the HST discipline supports our Core Outcomes.

On the issue of instructor qualifications, we appreciate that you discussed and modified your previous statement last spring and accept your recommendation of "Masters in History (or hold a master's degree in a SAC approved related area and have completed at least 30 quarter hours of graduate credit in History)." If, in future discussions, you could develop a list of alternative degree titles that would be acceptable (possibly on a course or cluster of courses basis), your efforts would be much appreciated as we prefer deal with as few situations as possible on a case-by-case basis.

The section of your review entitled “Efforts and Changes in the History Discipline ...” is enlightening, which is just what a review such as this should be. The several topics discussed, e.g., retention, scheduling, prerequisites, speak to your willingness to consider what is best for our students. One of those topics, “Archives”, particularly remains an issue with which we must deal.

In response to your recommendations, we make the following *comments and observations*.

1. Office and work space should be redesigned for student and faculty privacy and increased work efficiency. *Please work with your campus administration on this issue. Future construction and re-construction work may provide an opportunity to address your concerns.*
2. A systematic plan should be implemented for mentoring new hires, both part-time and full-time. *Programs for mentoring of new hires are being piloted at Cascade and Rock Creek. Review of these programs will be included in developing a district-wide system of support for new hires.*
3. The History SAC should pursue connection of history courses to other certificate programs. *Please consult with your campus Division Dean and Dean of Instruction with regards to this recommendation. They may be able to suggest which certificate or degree programs might be a best fit.*
4. PCC should help us weather the adjustments to enrollment which will inevitably occur at the moment of change to mandatory prerequisites. *Enrollments in most History courses in Fall 2008 were strong, as were they in most Social Sciences. A combination of increased numbers of students and the phasing of prerequisites has apparently mitigated the effect of the new prerequisites.*
5. We should offer a fuller website with information on instructors. *We can facilitate improvements to the History website and will ask the SAC’s Administrative Liaison to assist with this effort.*

6. Funding for archives enhancement and maintenance needs to be found. *We need to re-visit this issue given that the College is satisfying State archive requirements, but in a manner that may not meet the expectations of the History SAC.*
7. We should work on partnerships with other institutions to track data about our transferring students. *In a perfect world we could do so, but automated tracking of student achievement at four-year institutions by discipline is not possible at this time. Perhaps we could work with PSU (or other institution) on a 'snapshot' approach to this issue, i.e., looking at a particular year and how our students did in History courses after changing institutions.*
8. We need better-delineated guidelines on how to assess and demonstrate achieved outcomes. *The College has recently created a Faculty assessment chair position (your own Sylvia Gray) and we recommend that you work with her over the next year or so to improve your assessment processes.*
9. A second full-time history faculty should be hired at Cascade campus. *A full-time History/Humanities instructor is on the Cascade portion of the three-biennia academic plan.*
10. We should take a look at neglected areas in terms of course offerings and support the addition of courses, especially where we have a large population of students represented at the college. *Please consider what courses would be good matches for our students and make proposals. In doing so, please consider how these will transfer to OUS institutions, i.e., whether they transfer as elective credit or as History credit applicable to a degree in History.*
11. We should continue efforts to coordinate scheduling among campuses. *Absolutely. We applaud your willingness to coordinate offerings across the district. Please consider modality, especially on-line courses, in doing so. Faculty Department Chairs and Division Deans responsible for History are encouraged to work together on this issue.*

Thank you for efforts to create and maintain high quality History courses for PCC to offer across the district. These serves the community well and we thank you for you continued efforts to make the discipline one about which we can take great pride.