1. Discipline Overview:

A. Goals:

History is an academic discipline that relies primarily on written primary-source documents to study and interpret critically the human past. It calls on students to make sophisticated use of evidence to support their arguments, and to relate their findings through effective, well-organized communications. History also aims to develop a thorough understanding of the past and, in doing so, a better comprehension of present-day issues and cultures. The discipline thus helps students develop critical thinking skills of great benefit to their subsequent collegiate and professional lives, and, more importantly, fosters the civic engagement and active citizenship that are the sinews of our democratic system.

Students who successfully complete college-level history courses develop three broad competencies: historical knowledge, historical thinking, and historical skills. Historical knowledge comprises being able to identify how change occurs over time, having an understanding of key events, and demonstrating an awareness of how ideologies, economic systems, and cultural factors—including race, class, and gender—have shaped historical events. Historical thinking encompasses the ability to see the past-ness of the past, to recognize the international and transnational character of the past, to understand that competing historical explanations exist, and to interpret critically primary- and secondary-source documents. Historical skills, finally, consist of the ability to read and evaluate documents carefully, to identify an historian’s thesis, to construct a well-organized, thesis-driven essay based on historical evidence, and to locate and evaluate appropriate primary or secondary sources.

While the History Subject Area Committee (SAC) does not have a degree and while none of Portland Community College’s (PCC) degree-granting programs explicitly require history courses, the discipline nonetheless serves several essential purposes for the institution. First and foremost, large numbers of PCC Lower Division Transfer students take history courses in order to meet General Education requirements for the Associates of Arts Oregon Transfer (AAOT) degree. As a result, history had an unduplicated headcount of 4,466 during the 2011-2012 academic year. Second, save for HST 100, HST 111, HST 298A, and HST 298B, all history courses meet the institution’s Cultural Literacy requirement; many PCC students consequently take history courses to satisfy this important requirement. Finally and most broadly, history courses provide PCC students with skills and competencies that they will use throughout their academic and professional careers. Students who successfully complete history courses develop the ability to read deeply; to write gracefully and persuasively; to analyze
competing arguments critically; to understand multiple perspectives and experiences empathetically; and to gather appropriate sources and interpret them skillfully.

The educational goals of the history discipline at PCC are consistent with national trends. History courses at PCC are similar to introductory courses taught at two- and four-year institutions, and the History SAC’s educational objectives are broadly consistent with those articulated by the leading professional organizations, the American Historical Association (AHA) and the Organization of American Historians (OAH). At the same time, assessment of learning outcomes has led the history SAC to conclude that it needs to reevaluate and revise its course-level outcomes to bring them in line with the new, degree-level outcomes that the AHA is presently developing through its History Tuning Project.

B. Changes Made Since the Last Review:

The History SAC has worked assiduously to improve the quality and relevance of its instruction since its last discipline review. Key changes included:

- Revising the History SAC’s Instructor Qualifications.
- Hiring a new full-time historian at the Sylvania Campus.
- Developing and teaching Honors versions of HST 101, HST 102, and HST 103.
- Creating a one-credit HST 111 Skills and Issues class designed to help Gateway to College students improve their academic skills.
- Updating the Course Content Outcome Guides (CCOG) for the Western Civilization sequence, HST 101, HST 102, and HST 103, and for the Holocaust course, HST 285.
- Securing the Cultural Literacy designation for all history courses save for HST 100, HST 111, HST 298A, and HST 298B.
- Obtaining the General Education designation for all history courses save for HST 100, HST 111, HST 298A, and HST 298B.
- Reconfiguring HST 298A, Independent Study, as a two-credit class, and HST 298B, Independent Study, as a four-credit course.
- Deactivating the HST 277 Oregon Trail course.
- Developing and offering distance-learning versions of HST 104, Middle East History; HST 105, South Asia; HST 106, History of China; HST 107, History of Korea and Japan; HST 246, Religion in the United States; HST 204, History of Women in the US, Pre-colonial to 1877; and HST 205, History of Women in the US, 1877 to the Present.
- Offering African American History, HST 274, HST 275, and HST 276, at the Sylvania Campus.
- Changing HST 100, Introduction to History, from a three-credit to a four-credit course.

C. Changes Made as a Result of the last Review:
The History SAC has also made several key changes based on its recommendations from the last review. These included:

- Developing a new class, HST 271, on Central America and the Caribbean.
- Changing the HST 106 course, Eastern Civilizations: History of East Asia, to focus exclusively on China and renaming it History of China to reflect that change.
- Creating a new course, HST 107, History of Korea and Japan.
- Replacing the Eastern Civilization survey sequence with individual, area-focused courses.
- Developing a robust system for assessing student attainment of Core Outcomes.
- Please note that PCC administration has not yet fulfilled several essential recommendations outlined in the History SAC’s last Discipline Review—particularly the call for a new, full-time position at the Cascade campus and the request for improved office space.

2. Outcomes and Assessment:

A. Course Level Outcomes:

The full- and part-time faculty members of the History SAC have long been passionately committed to helping students understand the historical content, method of thinking, and skills that are at the core of the discipline of history. Beginning well before PCC moved to a system of formal assessment of learning outcomes, History faculty members have engaged in a reflective process of evaluation and course revision aimed at altering their classes to improve student learning. History instructors determine which elements of their courses need revision through two strategies: by measuring student performance on essays, exams, and other assignments against course-level outcomes, and by surveying students directly via class evaluations or informal questionnaires.

All History faculty members periodically conduct formal class evaluations or informal surveys and use those results to improve the attainment of course-level outcomes. For example, one instructor asked students in his History of the Middle East class whether they had a better understanding of Muslim views of the Crusades after completing an essay assignment based on a recent book, *The Crusades, Christianity, and Islam*, by Jonathan Riley-Smith. Given the students’ overwhelmingly positive response, the instructor concluded that the assignment and book helped the class attain the course-level outcome of “assess[ing] how culturally grounded assumptions have influenced the perceptions and behaviors of and about peoples in the Middle East.” Similarly, an instructor teaching US History through 1840 decided to alter the assignments in her class as a result of a formal course evaluation. After students indicated that they did not believe that the course meaningfully helped them improve their written communication skills, she altered the mix of assignments significantly and
added an additional written assignment so as to help undergraduates better meet the course outcome of “[c]ommunicat[ing] effectively using historical analysis.”

More frequently, History faculty make adjustments to their courses aimed at improving student learning by comparing student performance on essays, tests, and other assignments to formal or informal rubrics benchmarked to course-level outcomes. For instance, one faculty member teaching Western Civilization since 1800 concluded from poor midterm exams that his students were not demonstrating adequate mastery of the course content and were thus not meeting the course-level outcome to “[a]rticulate an understanding of key events in the nineteenth and twentieth-century history of Europe.” He consequently added a separate, in-class practice essay assignment that served as a dry run for the exam essay (See Appendix A). Student performance on the course midterm and, by extension, their ability to meet the course-level outcome related to content increased meaningfully as a result of this change. An instructor teaching HST 102, Western Civilization from 1000 to 1800, was likewise dissatisfied with the quality of critical thinking in student submissions for an assignment that called upon class members to assess primary-source documents related to Galileo Galilei. She consequently devised a new, in-class activity in which she guided students through the process of critically and carefully analyzing primary-source material (See Appendix B). This new in-class activity produced significant and immediate improvements. During following terms, students produced papers on the Galileo readings that offered much more effective analysis of the key issues raised in the documents; the in-class activity thereby helped students to attain better the course-level outcome calling on them to “use critical thinking in order to evaluate historical changes.”

As students are no longer required to complete a course of study in US History, Western Civilization, or Eastern Civilization, the History SAC no longer has key sequences.

B. Addressing College Core Outcomes:

The History SAC’s approach to assessing college Core Outcomes over the past three years has been—very much so—a learning experience. Focused on evaluating directly how well PCC history students were meeting college Core Outcomes, the SAC’s initial forays into assessment were tentative and did not produce a great deal of information that could be used to improve teaching and learning. Beginning with the 2011-2012 academic year, however, the SAC substantially altered its handling of assessment by shifting to a discipline-specific approach. This new method has generated valuable feedback that the SAC has used to improve instruction and student achievement. Much of what follows in this section of the report details the History SAC’s shift from directly assessing for PCC Core Outcomes to this new, discipline-centered approach.

i. How College Core Outcomes Align with Course Outcomes:
The History SAC has mapped History course-level outcomes—which are largely consistent from class to class—to PCC’s Core Outcomes as follows:

**Communication**
The history Communication course-level outcome corresponds very closely to the PCC Communication Core Outcome. Students who meet the history Communication intended learning outcome of “[c]ommunic[ating] effectively using historical analysis” and the subordinate skill of “[i]dentify[ing] a historian’s thesis and supporting evidence” also meet the PCC Communication Core Outcome’s call that they be able to “[f]ocus on a central purpose, determine audience, and write coherent and effective prose using standard English conventions,” and demonstrate competence at “[i]dentify[ing] the writer’s stated or implied central and secondary ideas.”

**Community and Environmental Responsibility**
The History SAC has mapped the PCC Core Outcome of Community and Environmental Responsibility to the history course outcome of Connecting Past to Present. Students who meet the history intended-learning outcome of “[c]onnect[ing] the past with present-day events to enhance contemporary understanding and encourage civic activities” simultaneously meet the PCC Community and Environmental Responsibility Core Outcome’s demand that they be able to “[a]nalyze community and global issues and develop strategies for informed response,” “respond to community issues and contribute to the community,” and “[i]dentify how culture affects people’s responses to and sense of responsibility toward the community and the environment, including the creation and dissemination of images and ideas through various media.”

**Critical Thinking and Problem Solving**
Translating the PCC Critical Thinking and Problem Solving Core Outcome into discipline-specific terms was fairly straightforward. Students who meet the history Critical Thinking course-level outcome of “us[ing] critical thinking in order to evaluate historical changes and their impact” through the critical analysis of primary and secondary sources, axiomatically meet the PCC Critical Thinking Core Outcome’s call that they be able to “[e]valuate information and its sources critically,” “[f]ormulate and articulate ideas,” “[i]dentify, evaluate and synthesize information,” and “[r]eason toward a conclusion or application.”

**Cultural Awareness**
The PCC Cultural Awareness Core Outcome maps directly to the Cultural Awareness course-level outcome that nearly all history classes have. Undergraduates who meet the history Cultural Literacy outcome of “[i]dentify[ing] the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior” also satisfy the PCC Cultural Awareness Core Outcome calling on
them to show that they can both "analyze the relationships of individuals and cultures to the history of events and ideas" and "analyze how various ethical systems, world views, assumptions about the self, and historical contexts impact individual and cultural relationships."

**Professional Competence**

The SAC has not previously considered the Professional Competence Core Outcome to be applicable to the discipline of history. After reviewing the Professional Competence outcome in the fall of 2012, however, the History SAC was surprised to realize that it aligned closely with history's course-level outcomes related to subject matter. Every history course includes a course-level Content outcome calling on undergraduates to demonstrate a command of the temporal, geographic, or thematic subject matter that is the focus of that particular class. For example, students taking HST 104, History of the Middle East, are expected to "articulate an understanding of the key events in the history of the Middle East." History course-level content outcomes such as this one map clearly and directly to the PCC Professional Competence Core Outcome. Undergraduates who meet the history Content course-level outcome for a particular class thus satisfy PCC’s Professional Competence Core Outcome demand that they can "identify and/or recreate concepts, terms, and facts," can "use the methods of inquiry or expression of [the] discipline," and can "demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a[n] advanced academic program." As a result of the History SAC’s realization that PCC’s Professional Competence outcome corresponds so closely to the discipline’s course-level Content outcomes, the History SAC plans to begin assessing for student attainment of Professional Competence during the 2013-2014 academic year.

**ii. Updated Core Outcomes Mapping Matrix:**

The History SAC has made a significant modification to the way it maps PCC Core Outcomes to History courses relate to the Professional Competence Core Outcome (See Appendix C). Based on the SAC’s determination that the Professional Competence outcome relates very well to history’s Content-related course outcomes, the SAC has decided to map all history courses— with the exception of HST 100, HST 111, HST 298A, and HST 298B—to that outcome at mapping Level Four. The History SAC also plans to reevaluate the Core Outcomes Mapping Matrix next year as part of a larger reassessment and revision of course-level outcomes.

**C. Assessment of College Core Outcomes:**

The History SAC has worked assiduously to improve its assessment of student learning in order to draw conclusions that can help advance teaching and learning. Predictably, the History SAC’s first effort to assess student learning in 2009-2010 was exploratory and failed to produce useful data. As a consequence, the SAC modified significantly its approach to assessment
during the 2010-2011 and 2011-2012 academic years with the intention of rendering the process more meaningful and of focusing it more explicitly on the subject of the discipline.

i. **Strategies Used to Determine How Well Students are Meeting College Core Outcomes:**

Conducted in the spring of 2010, the History SAC’s first effort to assess learning outcomes reflected, unsurprisingly, the history faculty’s unfamiliarity with the assessment process. That year, the SAC used a combination of indirect and direct methods to assess how well students were attaining the Critical Thinking Core Outcome. The indirect component of the SAC’s assessment strategy involved surveying students as to whether they felt their history classes had enhanced their critical thinking skills. The direct examination involved collectively assessing eleven student papers from two courses using the Washington State University (WSU) Critical and Integrative Thinking Rubric (See Appendix D).

Dissatisfaction with the first attempt at assessment spurred the History SAC to change significantly how it measured student attainment of the Cultural Awareness and Communications Core Outcomes during the 2010-2011 academic year. First, history instructors concluded that the indirect approach used in 2009-2010 had provided little useful information with regard to student attainment of learning outcomes; as a result, the SAC decided to focus exclusively on direct assessment in 2010-2011. Second, the history faculty determined that the direct assessment it had conducted in 2009-2010 suffered from the fact that the WSU Critical and Integrative Thinking Rubric was too abstruse and did not capture the goals of the discipline. The SAC consequently opted to devise its own rubrics that were geared specifically to history courses. Finally, history instructors agreed that they needed to gather significantly more artifacts to ensure that they were assessing a large enough sample. Faculty consequently collected sixty-seven papers, exams, and other artifacts from four courses and rated them based on a pair of rubrics developed by a SAC member. After norming the assessment process by collectively scoring an artifact for each outcome, the faculty broke up into pairs to ensure that at least two people read each item (See Appendix E).

The History SAC made even more significant changes to how it assessed student learning during the 2011-2012 academic year. Based both on dissatisfaction in the History SAC with the 2010-2011 assessment process and on the Learning Assessment Council (LAC) peer review report’s criticism that the History SAC’s approach to assessment was too generic, the history faculty concluded that it could improve substantially the assessment of student learning by aligning, or mapping, history outcomes—derived from the course-level intended outcomes on history CCOGs—with PCC’s Core Outcomes and then assessing for the course-level outcomes. Rather than measuring directly student attainment of PCC’s Core Outcomes, in other
words, the SAC would instead assess how well undergraduates were meeting course-level outcomes and then draw inferences from those results about student attainment of broader, institutional Core Outcomes (See Appendix F).

The History SAC’s assessment of the Critical Thinking and Community and Environmental Awareness Core Outcomes during the 2011-2012 academic year reflected this new approach. The SAC first mapped the history course-level outcome of Critical Thinking to the PCC Core Outcome of Critical Thinking, and the history course-level outcome of Connecting Past to Present to the PCC Core Outcome of Community and Environmental Awareness (see Section Two, B, for further details). History instructors next developed new rubrics designed to measure how well students were meeting the history-specific, course-level outcomes. Faculty then collected twenty-seven artifacts from six sections of HST 102 and twenty-five artifacts from four sections of HST 202 taught at Sylvania, Cascade, Rock Creek, and the Southeast Center. At its April 2012 meeting, the SAC normed the assessment process by collectively rating an artifact for each outcome, and then broke up into pairs to ensure that at least two faculty members scored each item.

ii. Summary of Results:

The results of the SAC’s assessment of student learning during the 2009-2010 academic year proved more useful for shaping subsequent assessments than for achieving immediate improvements in learning and teaching. As noted earlier, the SAC’s 2009-2010 assessment process measured how well students were meeting PCC’s Critical Thinking and Problem Solving Core Outcome using an indirect component, in which students completed a survey, and a direct component, in which faculty collectively examined student papers using WSU’s Critical and Integrative Thinking Rubric. The results of the direct assessment were consistent with the SAC’s expectations. Based on a six-point scale on which a result below two indicated an “Emerging” ability, a score between two and four showed a “Developing” capacity, and a mark above four demonstrated a “Mastering” level of aptitude, history students averaged a 2.9 at Developing Their Own Perspective, a 2.8 at Analyzing Evidence, and a 2.6 at Drawing Reasoned Conclusions (See Appendix D). History students were thus consistently in the low-to-middle part of the “Developing” range, which history instructors agreed was appropriate for first- and second-year undergraduates. Meanwhile, the indirect survey asked one-hundred-and-thirty-five history students in nine sections whether they believed their “critical thinking skills have been enhanced by taking this class.” An overwhelming one-hundred-and-twelve indicated that they believed that their critical-thinking skills had improved, while only ten answered in the negative. The SAC was pleased to receive this vote of confidence; at the same time, however, the history faculty criticized the survey’s structure and found its results dubious. Specifically history instructors concluded that the instrument lacked sophistication and depth, and
did not provide a way to measure the degree to which history classes enhanced student critical-thinking abilities.

This dissatisfaction with the 2009-2010 assessment process led the SAC to focus exclusively on the direct assessment of student artifacts and to develop its own, more-relevant rubrics for the 2010-2011 assessment of the Cultural Literacy and Communications Core Outcomes. Based on a three-point scale, the scores for the Communications outcome averaged 2.03 for Focus, 1.87 for Use of Supporting Materials, and 1.61 for Syntax and Organization (See Appendix E). Meanwhile, history students’ average scores for the Cultural Awareness outcome—also based on a three point scale—were 2.35 for Cultural Awareness, 2.32 for Historical Bases of Cultural Ideas, and 2.12 for Hierarchy (See Appendix E). The SAC was quite pleased with the ability of its students to meet the Cultural Literacy core outcome; it found the Communications scores to be substandard, however, and concluded that instructors needed to focus greater attention on improving their students’ ability to meet this vital outcome.

During the 2011-2012 academic year, the History SAC assessed for the Community and Environmental Responsibility Core Outcome—mapped, as noted earlier, to the history course-level Connecting Past to Present outcome—and for the Critical Thinking Core Outcome using newly devised, history-specific, three-point rubrics. The Critical Thinking scores averaged 2.63 for Summary of Sources, 2.46 for Analysis of Sources, and 2.35 for Ability to Interpret (See Appendix F). Based on these results, the SAC was very pleased with the ability of its students to think critically. These scores indicated that students who have taken one or more history courses have developed the capacity to summarize and analyze primary and secondary sources, and that they thus have the critical-thinking skills needed to complete upper-division classes after they transfer to four-year institutions. History students scored lowest at the interpretation of primary- and secondary-source documents; given that interpretation is a higher-order skill, however, the SAC viewed these results as more than satisfactory. Meanwhile, history students’ average scores for the Connecting Past to Present outcome were 2.00 for Ability to Recognize Historical Patterns and 2.04 for the Ability to Grasp Relationships Between Past and Present (See Appendix F). In light of the complexity and subtlety that the Connecting Past to Present outcome involves, the history faculty concluded that these results were appropriate for first- and second-year undergraduates, and that history classes were thus helping undergraduates meet PCC’s Community and Environmental Responsibility Core Outcome.

iii. Examples of Assessment Driven Change:

Conducted during the 2009-2010 academic year, the SAC’s first effort to assess how well its students were meeting PCC Core Outcomes unsurprisingly failed to produce meaningful changes in the SAC’s approach to
teaching. New to formalized assessment, the SAC learned more about the process than about how well its students were meeting Core Outcomes. The 2009-2010 assessment of student learning thus did not generate concrete changes in how history instructors teach, but, as documented above, instead produced marked changes in how the SAC approached assessment.

Undertaken during the 2010-2011 academic year, the SAC’s second try at assessment proved significantly more successful and produced more tangible results. As was the case the prior year, the assessment of student learning in 2010-2011 taught us a great deal about the process itself; many of the changes that resulted from the SAC’s effort to measure student learning in 2010-2011 were thus “process” ones aimed at making future efforts at assessment more successful. The 2010-2011 assessment of student learning nonetheless produced noticeable instructional changes. In particular, the SAC’s conclusion from its assessment of Communications that students needed to improve their syntax and organization led history instructors to agree to pursue a variety of approaches aimed at helping undergraduates make their writing more stylistically graceful and grammatically sound. For example, one instructor developed an online writing guide designed to help students better organize their essays and avoid the basic grammatical errors (its, it’s, etc.) common to first-year students (See Appendix G). Another instructor worked to improve student mastery of grammar by beginning each class with a student-centered discussion of a common writing error. Most importantly, all instructors agreed to require students who submitted subpar work to resubmit their essays after first visiting the Student Success Center. The History SAC concluded from its reassessment of the Communications outcome during the 2011-2012 academic year that this approach proved successful: students averaged a score of 1.61 (on a three point scale) for Syntax and Organization during 2010-2011 but a significantly improved 1.94 when reassessed in 2011-2012 (See Appendix F). The Learning Assessment Council agreed that these assessment-driven revisions to instruction had meaningfully improved student learning, and presented the History SAC with the award for best “Changes Implemented Based on Prior Assessment.”

The History SAC’s 2011-2012 assessment of the Critical Thinking and Community and Environmental Responsibility Core Outcomes also inspired significant changes in how individual faculty members teach their classes. For instance, one instructor determined from the assessment of critical thinking that students needed to improve their ability to summarize and analyze secondary sources. He is consequently developing an assignment that asks students to write a thesis-driven essay based on a historical monograph. Other faculty members are working to improve student attainment of the Connecting Past to Present course-level outcome, and thus, by extension, their ability to meet PCC’s Community and Environmental Core Outcome. For example, one instructor has decided to add questions to online discussions aimed at encouraging students to think about how past and present interact
Meanwhile, another instructor is in the process of developing a new, in-class assignment that asks students to compare and contrast *The Communist Manifesto* (1848) and the “Declaration of the Occupy Wall Street Movement” (2011) with an eye toward demonstrating points of continuity and discontinuity between social movements of today and those of the mid-nineteenth century.

The History SAC’s 2011-2012 assessment process did not merely lead to changes by individual faculty members, but, more importantly, it also produced a systematic effort to improve student attainment of PCC’s Core Outcomes. In preparation for the reassessment of the Critical Thinking and Community and Environmental Responsibility Core Outcomes in 2012-2013, instructors agreed to list explicitly the corresponding course-level Critical Thinking and Connecting Past to Present outcomes on all pertinent assignments during the current academic year and, if necessary, to revise those assignments so that they better focus on those outcomes. In other words, an assignment designed to help students develop their ability to Connect Past to Present—and, thereby, to better meet PCC’s Community and Environmental Responsibility Core Outcome—will explicitly reference the Connecting Past to Present course-level outcome and will, if needed, be revised to help undergraduates better achieve that outcome. The SAC believes that this approach will help improve student attainment of these outcomes, and it intends to follow by listing all relevant course-level outcomes on all assignments beginning with the 2013-2014 academic year.

### 3. Other Curricular Issues:

#### A. Distance Modality:

PCC has followed the broader direction of higher education in recent years in offering greater access through distance learning. Consistent with this trend, the History SAC has dramatically increased its distance-learning offerings since the last history discipline review. During that time:

- The total number of History sections has averaged 218 per school year, but the share of classes taught online has risen from 18.4% to 25.3%.
- The proportion of sections of HST 101—our most popular class—taught online has soared to 21.7%.
- The proportion of courses conducted online for the Western Civilization sequence (HST 101, HST 102, HST 103) has risen to 21%, and for the History of the United States sequence (HST 201, HST 202, HST 203) to 30%.
- Instructors now offer several history courses (HST 100, HST 104, HST 204, and HST 205) predominantly in the online modality.
Based on a survey of the nine history instructors teaching online courses conducted in the fall of 2012, the distance-learning modality offers several advantages compared to the traditional classroom. Instructors who teach online found that the asynchronous nature of distance learning benefits students by providing them with a great deal of flexibility in scheduling their schoolwork. They also commented that the lack of traditional time constraints allows for more ambitious reading assignments and the opportunity to show more video sources. Most importantly, instructors who taught online contended that three elements of distance-education courses resulted in their generating more in-depth and meaningful class discussions than traditional face-to-face classes. First, discussions in distance-learning courses typically involve the sustained participation of more students than is the case in campus-based courses. Second, while time constraints largely prohibit students in face-to-face classes from articulating complex ideas, their counterparts in distance-learning courses have ample time for reflection and are thus able to probe carefully primary- and secondary-source documents and to develop the complex ideas that are central to the mission of higher education. Finally, students are more apt to offer personal insights in online discussion forums because they do not face the same social pressures that they confront in a traditional classroom environment.

While faculty found the advantages of the distance modality to be significant, they also agreed that online education had several significant challenges compared to the traditional classroom. One is the greater difficulty in creating personal rapport with students due to the anonymous nature of the distance-learning environment. Another is the difficulty of making on-the-fly adjustments as issues arise in the virtual classroom.

The SAC has also concluded that the distance-learning modality is inappropriate for classes on African-American History and the Holocaust. Such courses deal with highly sensitive subject matter including slavery, racism, and the origins of genocide. Those classes consequently require instructors to screen discussions for insensitive comments and to monitor carefully students’ emotional investment in the topic to a degree that is impossible in an asynchronous, online format.

Lastly, the SAC has also discussed the possible impact of distance-learning courses on enrollment in campus-based classes. The demand for online courses is real and growing; almost all history distance-learning sections fill to capacity every term, while classroom sections frequently fall below full enrollment. The SAC is certainly willing to grow history’s presence online, but it also values the classroom experience and does not want to see distance-education courses displace face-to-face classes.

B. Curricular Changes Resulting from Educational Initiatives:
As a result of PCC participating in a Title VI Grant in conjunction with the East-West Center’s Asian Studies Development Program, the SAC removed the content relating to Japan from HST 106, Eastern Civilizations: History of East Asia, and renamed it History of China. Concomitantly, the SAC added a new course, HST 107, History of Korea and Japan, after twice offering it as an experimental course. Again as a result of the Title VI Grant, an instructor will offer HST 106 at the SE Center for the first time during the spring 2013 term.

The SAC has replaced the Eastern Civilization survey sequence —HST 104, HST 105, and HST 106—with individual, area-focused courses.

As a result of the Honors initiative, the SAC has developed honors versions of the Western Civilization sequence, HST 101H, HST 102H, and HST 103H. Instructors have taught HST 101H twice at Sylvania and once at Rock Creek, and an instructor will teach HST 103H for first time during the Spring 2013 term at Sylvania.

Service Learning options are offered in one instructor’s courses on a continual basis. Others have experimented with Service Learning in the past, and one such instructor is now participating in the Service-Learning Cohort and plans to offer the option again in the future.

The SAC now offers all of the Asian Studies Courses, HST 105, HST 106, and HST 107, in both distance and face-to-face modalities.

All history instructors also made changes to their courses aimed at improving student learning. Examples of such changes include:

- As part of the Internationalization Initiative, one instructor added and modified content related to female circumcision, nationalism, and cultural relativism to HST 225, History of Women, Sexuality, and the Family.

- The same instructor also substantially revised her HST 201 course on early American history to look at West African culture, regional and climate-based variations of slavery, and the cultural basis of freedom as a consequence of her attending a National Endowment for the Humanities (NEH) seminar on slavery in Georgia.

- Another faculty member modified his HST 103 class on Western Civilization from 1800 to the Present after attending a Gilder Lehrman seminar on the Progressive Era in Global Context directed by Thomas Bender. As result of the seminar, he altered sections of the class relating to the early twentieth century to incorporate recent scholarship
that emphasizes transnational and subnational history.

- Several instructors have added a transnational dimension to their American History survey courses as a result of their use of the Give Me Liberty! textbook. For example, they have altered HST 202, US History from 1840 to 1914, to include a comparative approach to the aftermath of slavery designed to help students understand the hemispheric nature of slavery and emancipation.

C. Other Significant Curricular Changes:

With the exception of HST 100, HST 111, HST 298A, and HST 298B, The SAC has secured the General Studies and Cultural Literacy designations for all history courses.

The Sylvania Social Science Department has again begun offering the African American History sequence, HST 274, HST 275, and HST 276.

The SAC drafted intended-learning outcomes for the HST 298A and HST 298B Independent Study courses, and reconfigured those classes to have two- and four-credit hours respectively.

4. Needs of Students and the Community:

A. Student demographics:

History courses at PCC are split evenly between men and women, and consist largely of students in the 18-25 age range. Data on racial and ethnic diversity indicates that history students are 77-78% white, with small minorities of Asian, African-American, Latino, and Native American students. Institutional Effectiveness does not provide data on socioeconomic class or sexuality. Over 90% of history students are degree seeking, and history instruction at PCC consequently focuses on providing the skills and knowledge necessary and appropriate for students who plan to pursue bachelor’s degrees. Since the last discipline review, the History SAC has also added honors sections of the Western Civilization sequence to meet the needs of high-achieving, degree-seeking students.

B. Demographics and Instructional Changes:

There have been no notable changes in demographics since the last review.

C. Enrollment Patterns and Their Impact on the Discipline:

Current patterns indicate that distance-learning classes have consistently high enrollment. The SAC has consequently approved offering an ever-larger
number of courses in the distance modality. While Cascade and the Southeast Center do not presently have distance-learning classes, the Sylvania and Rock Creek campuses have offered a steadily rising number of online sections of history.

The relative and absolute decline in enrollment in the final course in the US History sequence—HST 203—has continued. Enrollment in HST 203 fell from 9% of history FTE in 2004-2005 to only 5% in 2011-2012, and saw FTE drop from 32.3 in 2005-2006 to 24.1 in 2011-2012 (See Appendix I). This decline appears to have begun with the conversion from three- to four-credit courses in 2005-2006, and may have worsened as a result of the AAOT’s shift from its old requirement that students take two social-science courses in a sequence to its new stipulation that they choose two courses from a menu of classes. The History SAC has acted to increase enrollment in HST 203 by submiting a petition to the Curriculum Committee requesting the alteration of the course descriptions for HST 201, HST 202, and HST 203 to state that “History courses are non-sequential and may be taken in any term and in any order.” The Curriculum Committee approved these changes on February 6, 2013.

Current patterns also indicate that overall enrollment in US History courses is, in relative terms, declining district wide. In trying to ascertain some possible reasons for the decline, the History SAC questioned the impact of Portland Community College’s Dual Credit Program on enrollment. PCC’s Dual Credit Program offers high school students college credit (at no cost to the students) for successfully completing history courses at their local high schools that are designed with the same content and learning outcomes as PCC’s history courses. Although the number of dual-credit students has increased markedly during the last ten years, research by Institutional Effectiveness has shown that the impact of the Dual Credit Program on the enrollment of history courses at PCC was not significant. According to research figures from 2009, of the 257 dual-credit students, 162 attended universities and only 36 came to PCC. The History SAC also conducted a survey in 2012 of U.S. history students at the Sylvania campus to gain insights into student’s reasons for enrolling in particular history courses. The survey concluded that having taken U.S. history in high school did not noticeably affect most students’ choice of history courses at PCC. These efforts to ascertain the reasons for the relative decline in US History enrollment are preliminary, and the History SAC plans to undertake a more far-reaching evaluation of this issue over the next year aimed at developing a comprehensive plan to rebuild enrollment in US History courses.

D. Strategies Used to Facilitate Access and Diversity:

The History SAC employs a variety of approaches to facilitate access and diversity. Most obviously, history serves students who are unable to attend face-to-face classes by offering a wide variety of courses in the distance-
learning modality. To accommodate students who are not fully prepared for college-level history courses, the SAC offers the HST 100 Introduction to History class, and the one-credit, HST 111, skill-building colloquium. To serve students interested in broadening their understanding of the globe, the History SAC offers a wide variety of courses covering regions such as the Middle East, Africa, South Asia, and Mexico. Since the last discipline review the history program has expanded its geographic offerings by adding HST 107 on Korea and Japan, and HST 271 on Central America and the Caribbean. To meet student interest in the diverse cultures and peoples of the United States, meanwhile, the History SAC offers classes on Native Americans, African Americans, and women. In hopes of diversifying enrollment, the SAC also applauded the hiring of a one-year, full-time instructor in African American History at the Sylvania Campus. Finally, nearly all history courses at PCC meet the institution’s Cultural Literacy designation. They do so in large part by focusing on race, class, and gender as key intersections of identity and as central relationships of power. This approach not only allows history classes to better meet the Cultural Literacy Core Outcome, but, as importantly, also facilitates access and diversity by fostering a learning environment in which all participants know that their unique histories and contributions have value.

E. Feedback Used to Make Instructional Changes:

The History SAC has solicited feedback from what it has come to realize is its most important stakeholder: the Portland State University (PSU) History Department. Two SAC members met with the PSU History Department Chair, Tom Luckett, in October 2012 to gather input regarding the History SAC’s curriculum and to discuss strengthening the relationship between the PSU and PCC history programs. According to Dr. Luckett, an astonishing 306 PCC students entered PSU as history majors between 2007 and 2011 and just under half of the PSU History Department’s incoming students in 2010 and 2011 had transferred from PCC (See Appendix J). The SAC was well aware that PCC students transfer at a far higher rate to PSU than to any other four-year college, but it did not fully grasp the extent to which PCC transfers entered the PSU history program. The History SAC has consequently agreed to develop a more robust relationship with the PSU History Department, and to solicit its views with regard to the SAC’s impending revision of course intended-learning outcomes. Please see Section Eight of this report for further details.

5. Faculty Facts and Issues:

A. Composition and Qualifications:

i. Quantity and Quality of the Full Time Faculty:
As of fall term 2012, PCC has ten continuous, full-time History faculty positions and a single, one-year temporary instructor across the district as follows: (see Appendix K for a list of all current faculty and their degrees).

**Cascade Campus**

Despite strong growth in enrollment since 2008, the history program at Cascade campus remains limited due to the fact that it has only one full-time instructor. This historian also serves as faculty Department Chair for two disciplines, and, between his teaching, advising, and administrative responsibilities, has a challenging time adequately supporting students and meeting the additional college-service responsibilities required of full-time faculty. In part for these reasons, the SAC argues that the next full-time permanent history position should be added at the Cascade Campus.

**Rock Creek Campus**

At the time of the History SAC’s last program review, the Rock Creek Campus had two full-time instructors: a permanent position specializing in United States History, and a one-year temporary position specializing in the history of Western Civilization. In the fall of 2008, the Western Civilization position became permanent.

**Southeast Center**

At the time of the SAC’s last discipline review, the Southeast Center had a full-time, one-year temporary position in history. In the fall of 2008, that position became permanent with the hiring of a full-time instructor who teaches United States History, Western Civilization, and Asian History courses.

**Sylvania Campus**

This campus continues to be staffed with six permanent, full-time faculty who teach a variety of survey and special topics courses. In addition, for the 2012-13 academic year, a one-year temporary full-time faculty member was added to teach a variety of courses including African American History; that instructor also acts as liaison between the History SAC and area high schools participating in PCC’s Dual Credit program.

ii. **Faculty Turnover and Anticipated Changes:**

The history faculty across the district has been stable since the SAC’s last program review. As mentioned above, two temporary full-time positions—at Southeast and Rock Creek—became permanent. Meanwhile, one full-time position at Sylvania became vacant when a faculty member became a division dean at PCC; a new historian, Dr. Christopher Brooks, was hired to
fill that full-time position beginning in the fall of 2012. At Sylvania, a one-year temporary full-time faculty member was appointed to begin offering the African American History sequence (HST 274, HST 275, HST 276) and to build more robust relationships with the faculty at local high schools who teach dual-credit history courses. This position promises to be renewed once again in the 2013-14 academic year. The SAC also has a large number of part-time instructors who enjoy Assignment Rights, which indicates the presence of many long-term, dedicated part-time instructors across the district.

The SAC anticipates stability in the history faculty over the next five years, with the exception of adding a second permanent, full-time position at the Cascade Campus.

iii. Extent of the Reliance upon Part-Time Faculty:

The history program currently has fifteen part-time instructors, including several emeriti instructors, teaching history courses. The education and experience of part-time history faculty is excellent. These faculty members have added diversity to the history faculty. A number of them have been involved in PCC committee work, and a majority participate actively in the History SAC and take part in professional development activities (see Appendix L). As previously mentioned, several part-time instructors across the district also have Assignment Rights on their respective campuses, which is an important indicator of their long service and dedication to the college.

At the same time, the Cascade Campus has a very high ratio of part-time to full-time instructors. The Cascade Campus has only one full-time position, which is held by an instructor who also serves as department chair and thus has a two-course release; in contrast, the Sylvania Campus presently has seven full-time instructors. As a result, part-time faculty teach a substantial majority of classes at Cascade, while Sylvania has only four courses taught by part-time instructors during the winter 2013 term.

iv. Faculty Diversity and Cultural Competence:

Because of the broad range of human experience that instructors cover, history is a subject that is inherently diverse and requires cultural competence to teach. All History instructors are mindful of PCC’s diversity mission and work to be culturally competent both through the material they include in their courses, and through personal activities such as travel abroad and work with underserved communities.

Our gender diversity is reflected in the essentially equal balance between the SAC’s six male and five female full-time instructors. The history faculty also possesses a wide range of age diversity with a cross-section of younger historians just beginning their careers, mid-career faculty, and retirees who continue to serve as part-time instructors and as mentors. In terms of racial
diversity, history instructors are primarily Caucasian (non-Hispanic) with only two full-time faculty of color. The SAC recognizes that its present racial composition neither reflects PCC’s student population nor meets the institution’s call for a more diverse faculty. The SAC consequently supports the administration’s efforts to recruit minority instructors through such initiatives as the Faculty Internship Program and hopes to see the history faculty further diversify in the future.

B. Instructor Qualifications:

The History SAC has put in place the following statement of Instructor Qualifications: Master’s in History or, for specialty courses only (see examples listed below), 30 quarter hours of graduate credit in History with a completed Master’s degree in a related area including, but not limited to, American Studies, Ethnic Studies, Russian and Eastern European Studies, Latin American Studies, Women’s Studies, Black Studies, American Indian Studies or Holocaust and Genocide Studies.

HST 204 US Women: Pre-colonial to 1877 - Women’s Studies
HST 205 US Women: 1877 to Present - Women’s Studies
HST 218 Native American Indian History - American Indian Studies
HST 225 Hst of Women, Sex, & The Family – Women’s Studies
HST 270 History of Mexico - Latin American Studies
HST 274 African American History - I – Black Studies
HST 275 African American History - II – Black Studies
HST 276 African American History - III – Black Studies
HST 278 Russian History I HST 279 Russian History II – Russian and Eastern European Studies
HST 284 History of Africa – Black Studies
HST 285 The Holocaust – Holocaust and Genocide Studies

C. Professional Development Activities:

History SAC members actively participate in ongoing professional development, in service beyond the classroom, and in making contributions to both PCC and the larger community. History instructors continue to belong to a variety of professional organizations, remain active in diversity and internationalization efforts, have written books, journal articles, book reviews, and encyclopedia entries, and have represented PCC at many conferences. These professional-development activities benefit faculty by helping them to stay current in their respective fields. More importantly, they benefit PCC students by ensuring that they are engaging the most recent and relevant scholarship. Please see Appendix L for a list of organizations, awards, conferences, presentations, and publications collated from the last five years.

6. Facilities and Support:
A. Classrooms:

The layout of classrooms and the technology therein is generally well suited to history instruction and to student success. The SAC appreciates many of the improvements that have taken place in the last few years such as the installation of user-friendly multimedia podiums, dimmable lights, and extra whiteboards in all classrooms. The SAC particularly appreciates the additional whiteboards, which lend themselves to group work and which are essential when the projector screen is covering the central whiteboard of a classroom. At the same time, history instructors would appreciate being able to dim the lights from the podium itself rather than from the light switches by the door to the room.

One major change in the multimedia setup that affected history instruction was the removal of the VHS players. This happened quite abruptly and, as many of the films used in history courses are out-of-print and unavailable in DVD format, left a number of instructors in a difficult position. In the future, the History SAC would appreciate receiving both earlier notice about comparable changes and better support in converting media formats as technology evolves.

B. Libraries:

History courses make extensive use of the libraries. History instructors regularly put books on reserve for students, direct undergraduates to the Subject Research Guides, and otherwise take an active role in helping students broaden their awareness of how to use the library system at the college. Some courses also include a book review assignment that necessitates contact with a research librarian. Many instructors organize a formal library instruction session with a research librarian during the course of the term, while others lead more informal, in-class workshops on the use of library resources. The most essential library resources for history courses are the online databases, especially JSTOR, Films on Demand, and EBSCOhost.

PCC library staff undertook a research project at the request of the History SAC in October 2012 aimed at quantifying the use of history-related library resources by faculty and students. The degree to which students and instructors accessed history journals compares favorably with usage rates for other disciplines. History instructors and students accessed history-related journals—overwhelmingly from EBSCOhost and JSTOR—a total of 10,730 times during 2011 and 2012.

Somewhat remarkably, the library report revealed that the usage rate for history books was slightly lower than the average for all disciplines. The report indicated that students and faculty checked out 11,093 history books (defined as books in the 900 range in the Dewey Decimal System) during
2011 and 2012—a figure that is 12% lower than the average check-out rate for all disciplines. In other words, while students and faculty frequently use history journal articles in their work, they made use of books at a slightly lower-than-average rate.

Given the history discipline’s emphasis on monographs, these figures are surprising. Library staff hypothesize that history faculty and students access history books at a lower rate for two reasons. First, many history titles held by the library are outdated and thus unattractive as research aids. Second, the Dewey Decimal system classifies many history and history-related works in other ranges. For example, it classifies books on the history of witchcraft persecution under “occult” in the 100 range rather than under history in the 900 range. The library staff’s ongoing effort to streamline or “weed” the history collection and to purchase new titles in history promises to improve the PCC library’s collection of history titles and should, as a consequence, improve markedly usage rates of history monographs.

C. Support:

History courses typically have a heavy writing requirement. Most instructors consequently direct their students to the Writing Centers for additional help revising essays that suffer from poor organization and grammar. Many history faculty members also make note of the Student Learning Center (SLC) in class; in some cases, they offer extra credit to students who attend SLC workshops or the SLC conversation partner program. History students do not yet make extensive use of PCC’s new, free online tutoring in writing—likely because that service is so new.

D. Advising, Disability Services, and Technical Support:

In general, the various branches of administrative and student support at the college perform very well. The SAC commends the work of Disabilities Services in particular. History instructors feel well informed about the needs of students with disabilities and agree that such students receive effective support and advice from Disabilities Services. The History SAC would also like to praise PCC’s academic advisors for their professionalism and hard work. Administrative and technical support is also generally outstanding—particularly with regard to Desire2Learn support and training.

E. Scheduling:

There are no noteworthy scheduling issues affecting the History SAC. The Social Science Leadership Council has improved coordination between campuses, and now ensures that there is little or no scheduling overlap. The history faculty agrees that courses are scheduled appropriately and logically.

8. Recommendations:
A. (Recommendations stemming from Assessment):

The History SAC is committed to improving student learning through the assessment process. Toward that end, it proposes the following curricular changes:

- Beginning with the 2013-2014 academic year, the History SAC plans to list relevant course-level learning outcomes on all assignments in all history courses. This new approach will benefit student learning in two crucial ways. First, it will help students understand more clearly what they are expected to learn when they complete each graded component of the course. Second, by compelling faculty to articulate clearly the objectives of each assignment, this new approach will encourage instructors to review critically—and, if necessary, to modify—course assignments to ensure that each graded component helps students to achieve the course-level outcomes of the class. In other words, enunciating the course-level learning outcomes on all assignments will help students better grasp the purpose of those assignments, and will help ensure that faculty are aligning graded components of their class with the course’s broader learning objectives.

- Beginning with the 2013-2014 academic year, the History SAC intends to include grading rubrics with all assignments in all history courses. Each rubric will constitute a point of contact between its attendant assignment, relevant course-level outcomes, and pertinent class content; it will also establish a clear relationship between grades and the quality of student work. For example, a rubric for an assignment that calls upon students to analyze a scholarly article would make clear that the instructor would evaluate students in part on how well they achieved the discipline-specific skill of identifying and articulating an historian’s thesis, and would thereby show explicitly the connection between the assignment, the article, and the Critical Thinking course-level outcome.

The addition of rubrics on all assignments will improve student learning in three crucial ways. First, rubrics will help clarify the learning goals of each assignment. Second, they will help students better understand what faculty expect of them on graded work and will thus lead students to focus their efforts in ways that will both improve their grades and help them better achieve learning outcomes. Finally, rubrics will provide a means for faculty to connect course-level outcomes to the day-to-day subject matter of the course.
• The assessment process has also led the History SAC to conclude that it needs to alter fundamentally the focus of its SAC meetings. History faculty members have long lamented that SAC meetings center almost exclusively on administrative matters and only rarely touch upon either historical scholarship or pedagogy. While assessment has raised the administrative stakes, it has also catalyzed the SAC’s sense that it has, as a collective, lost its focus on the subject matter that is its raison d’être. The History SAC has consequently decided to streamline its discussion of administrative matters in order to permit its meetings to include a substantial focus on history and on approaches to teaching the subject. After all, the history faculty’s core responsibility is teaching college history, and SAC discussions aimed at connecting the best and most up-to-date scholarship to the most effective teaching methodologies can only help history instructors better achieve that central goal.

• The SAC has also concluded from assessment that instructors who teach distance-learning courses need to meet periodically to discuss different approaches to online teaching. By its nature, online education tends to isolate distance-learning instructors from each other. This state of affairs most certainly exists in the History SAC. PCC online history instructors only infrequently share information, and their discussions rarely involve faculty based at other campuses. This situation would be unfortunate in ordinary circumstances, but is intolerable given the fluid nature of the online learning environment. Distance education remains very much in its infancy, and newer pedagogical techniques, course designs, and approaches to engaging students frequently supersede methods that were cutting edge only a few years ago. History instructors who teach online have consequently agreed to hold at least one meeting a year for the purpose of discussing pedagogical issues peculiar to the distance-learning environment. They have agreed, moreover, that this discussion will be much more profitable if it includes faculty from all of PCC’s campuses.

• Most importantly, the assessment process has inspired the History SAC to revise its course-level outcomes to better reflect the goals of the discipline. As noted in Section Two, the history program shifted to a discipline-centered system of assessment during the 2011-2012 academic year that mapped course-level outcomes—which are largely consistent from class to class save for the specifics outlined in each course’s Content outcome—to the institution’s Core Outcomes. History instructors then measured student attainment of course-level outcomes and drew inferences from that data about how effectively undergraduates were attaining college Core Outcomes. While unquestionably appropriate, the shift to a history-centered approach to assessment also revealed that the history program’s course-level
outcomes do not adequately describe either what SAC members teach in class or the learning objectives that are the core of the discipline. Based on these conclusions, the History SAC has decided to undergo a searching reappraisal and revision of its course-level outcomes aimed at better aligning them with the central learning goals of the broader history discipline.

The History SAC plans to model its new course-level outcomes on the Associate’s Degree outcomes presently being developed by the American Historical Association’s History Tuning Project. Directed by sixty history faculty members—including an instructor from the Sylvania Campus—this Lumina Foundation-funded project seeks to 'tune' the history degree by articulating to students and other stakeholders the core of the discipline and by defining the learning outcomes that we expect students to attain at each degree level. Revising history course-level outcomes along the lines being developed by the History Tuning Project promises to improve teaching and learning for the History SAC in two key ways. First, doing so will provide instructors with learning objectives that better reflect what historians seek to do in the classroom. Second, and more importantly, aligning history course-level outcomes with the Tuning Project’s Associate’s Degree-level outcomes will ensure that the SAC’s learning goals are consistent with the discipline-specific outcomes being developed nationally under the aegis of the discipline’s leading professional organization. After all, PCC is not unique but is instead part of the larger system of higher education, and its academic departments need to remain abreast of the broader changes taking place within their respective disciplines.

**B. General Recommendations:**

- The History SAC’s most important recommendation is its call for a second, full-time, permanent history position at the Cascade Campus with a focus on Western Civilization and the ability to teach other non-US courses in all modalities. The History SAC requested the establishment of a new position at Cascade in its 2008 Discipline Review. PCC administration responded favorably to the SAC’s recommendation, and indicated in its Administrative Response that it had put a new history position on the Cascade Campus’s three-biennia academic plan; however no further movement toward the creation of that position has occurred. Two significant changes have combined to make a new full-time position at Cascade even more critical than was the case five years ago: the growing need to balance online course offerings among the campuses, and the rising necessity to accommodate sharply increasing on-campus enrollment at Cascade.
At first blush, enrollment trends over the past five years do not appear to indicate that Cascade merits a new position. According to Instructional Effectiveness’s History Discipline Profile for 2007-2012, Cascade’s FTE increased by 23% between the 2007-2008 and 2011-2012 academic years—barely more than Sylvania’s 18% FTE rise and far behind Rock Creek’s 58% FTE growth. The substantial increase in distance learning offerings in History at Sylvania and Rock Creek skews this data, however. The movement of full-time faculty at Sylvania into distance-learning courses produced a surge in online history enrollment at that campus from an already significant 424 in 2006-2007 to a substantial 1,256 in 2011-2012—an increase of 196% (See Appendix M). Last year, distance-learning students accounted for 45% of history enrollment at Sylvania. Rock Creek’s growth in history distance education has been even more significant. Staffed exclusively by part-time faculty, online sections of history courses at Rock Creek have seen enrollment mushroom from 32 in 2006-2007 to 516 in 2011-2012, a growth of 1513%. Distance-learning students now account for 34% of enrollment at the Rock Creek Campus. Cascade Campus has not yet offered any sections of history in the distance modality, meanwhile, and thus lacks a voice in discussions pertaining to online teaching.

The dramatic increase in distance-learning enrollment at Sylvania and Rock Creek skews greatly the on-campus, or “face-to-face,” enrollment figures in history, and, more pertinently, masks Cascade’s impressive enrollment growth in on-campus history classes. To get a better sense of campus-based enrollment trends in the last five years, the History SAC asked Instructional Effectiveness to provide information showing only enrollment in on-campus classes (See Appendix M). Discounting distance-learning enrollment produces a more accurate picture of enrollment trends on the different campuses because it removes from consideration those classes that serve a district-wide audience and that thus draw students irrespective of the campus affiliation of the faculty who teach them. Put differently, students do not base their choice of distance-learning classes on the course’s campus budget designation.

The results of Institutional Effectiveness’s on-campus enrollment report were illuminating. Between the 2006-2007 and 2011-2012 academic years, Rock Creek’s on-campus history enrollment remained essentially unchanged, with an increase of 4%, while Sylvania’s fell by 34%. In contrast, Cascade’s on-campus history enrollment rose by 43%. Despite having only one full-time instructor, in other words, Cascade had by far the highest enrollment growth in history among the PCC campuses. The increase in Cascade’s on-campus enrollment has been so strong, in fact, that it has thrown the distribution of full-time
history instructors at PCC out of balance. In 2011-2012, Rock Creek had two full-time historians for 1,015 on-campus students and Sylvania had six full-time historians for 1,517 on-campus students; Cascade, in contrast, had only one full-time historian for 993 on-campus students (See Appendix M). Put simply, on-campus enrollment trends clearly indicate that the Cascade Campus merits an additional full-time history position.

A second, full-time position at Cascade will benefit PCC in several ways. First, an additional full-time history instructor at Cascade will remedy the present imbalance in the distribution of full-time history faculty and will thereby strengthen Cascade’s voice in the SAC. The more even distribution of full-time instructors among the campuses will allow the unique needs of Cascade students to be better represented in SAC discussions and will, concomitantly, permit richer conversations among the history faculty about curricular and pedagogical issues affecting all PCC students. Second, a new full-time history position at Cascade staffed by an instructor who teaches a portion of his or her load online will improve history distance education by better balancing the distribution of online courses among the campuses and by fostering stronger conversations within the SAC about instructional issues in online education. This consideration is particularly important in light of the SAC’s commitment to engage in pedagogical discussions related to distance education involving online faculty from multiple campuses. Finally and most importantly, a new full-time position at Cascade will permit that campus to sustain its impressive growth in on-campus history enrollment and better serve its students. At present, Cascade’s single full-time history instructor, James Harrison, also serves as Department Chair and thus teaches a half load. The addition of a full-time instructor with a Western Civilization focus and the ability to teach other non-US courses will help the history program at Cascade continue to attract more students, will internationalize the curriculum by strengthening the non-US side of Cascade’s history offerings, and will permit that campus to offer a deeper and richer combination of history courses.

- The history SAC hopes to alleviate a persistent enrollment issue in the Western Civilization and American History survey classes. For many years, students have enrolled disproportionately in the first course in both of those survey sequences. In 2005-2006, for example, more than twice as many students enrolled in HST 101, Western Civilization, Ancient to Medieval, as in HST 103, Western Civilization, Modern Europe; a similar ratio obtained between enrollment in HST 201, History of the US to 1840, and in HST 203, History of the US 1914 to Present. That imbalance has increased since the change from three- to four-credit courses that began during the 2005-2006 academic year,
particularly in the US History sequence: during the 2011-2012 academic year, more than three times as many students enrolled in HST 201 as in HST 203 (See Appendix I). The History SAC contends that this imbalance can be partially remedied with the assistance of academic advising. The SAC asks PCC’s academic advisors to help restore a measure of balance to enrollment in the Western Civilization and American History survey sequences by making plain to students that HST 101 and HST 201 are not prerequisites for the other courses in those sequences, and by encouraging undergraduates to enroll in Western Civilization and US History survey classes other than HST 101 and HST 201.

- The History SAC would like to express to PCC administration its concern over the growing diversion of faculty time from scholarship and instruction and toward administrative tasks. Instructors in a broad range of disciplines and on every PCC campus and center have noted a substantial increase in administrative tasks required of faculty in recent years. Instructors have had to recertify their courses to satisfy General Education and Cultural Literacy requirements, have had to develop and conduct rigorous assessment regimes, and, for those teaching distance education, are in the process of rendering all of their course materials accessible for visually impaired students. These are laudable initiatives, but the work required to achieve these goals has in many cases also proven to be far more onerous, formal, and time consuming than is appropriate given the ends sought. In addition, there has been a noticeable increase in the number and length of meetings that many faculty members—particularly Department Chairs and SAC Chairs—must attend.

To repeat: the SAC is not asserting that assessment of learning outcomes or the revision of courses to accommodate visually impaired students are unimportant goals—far from it. Instead, history instructors wish to register the SAC’s objections to the bureaucratic and time-consuming way that many of these tasks are structured. After all, every additional meeting required, every expanded reporting requirement, and every bureaucratic hurdle erected signifies, in the final analysis, the diversion of faculty time that could be better used revising course material, helping students grasp difficult material, or remaining abreast of current literature.¹ In sum, we wish to remind the administration that increases in administrative responsibilities carry a steep cost in terms of PCC’s most valuable and costly resource, the labor of its faculty, and that the diversion of that labor to administrative task comes, in zero-sum fashion, at the cost of the quality of teaching and learning.

¹ Structure borrowed from Dwight Eisenhower’s “Chance for Peace Speech” (April 16, 1953) and John F. Kennedy’s “American University Commencement Speech” (June 10, 1963).
• Pursuant to the prior point, the History SAC also recommends that PCC administration acknowledge the increasing burdens placed upon the SAC Chair position, the new responsibility of having a faculty member coordinate assessment, and the recently increased requirements of the Program/Discipline Review by granting an appropriate amount of course release to account for that workload. Assessment is a new, rigorous, and very time-consuming task imposed upon SACs, and, while involving the entire membership of each SAC, is typically directed by a single person. The demands of the SAC Chair position have grown markedly in recent years, meanwhile, and Program/Discipline Review has become more formalized, rigorous, and demanding.

The History SAC consequently recommends that these responsibilities be combined so that each SAC Chair is responsible for drafting that SAC’s Program/Discipline Review and for coordinating its annual assessment of learning outcomes. In recognition of the position’s myriad responsibilities, each SAC Chair would receive an appropriate amount of course release based upon the size of the SAC. While the history program appreciates that such a proposal would require a shift in resources on the part of PCC, it also contends that this plan is appropriate given the new responsibilities that have been placed on faculty and argues that such inducements may well soon be necessary in order to persuade faculty members to serve as SAC Chairs.

• The History SAC reiterates its recommendation from the 2008 Discipline Review that the administration prioritize the provision of private offices for faculty. Simply put, cubicles do not constitute an appropriate environment for the work in which faculty engage. Cubicles are consistent with an environment that is too noisy and distracting for instructors to engage effectively in core tasks such as reading complex academic literature or evaluating carefully student work. Cubicles likewise do not ensure the privacy needed to review FERPA-protected topics such as student grades or to converse about other sensitive issues. Instructors and students can use conference rooms for such discussions, but the number of those rooms has been shrinking as more of them have been converted into administrative offices; moreover, the act of having to relocate a sensitive conversation about a private issue discourages students from broaching such topics.

The History SAC consequently urges PCC administration to devise a long-term plan to provide faculty with private offices. In the meantime, we call on the administration to stop converting conference rooms and faculty offices into administrative offices—particularly when those offices are inappropriate to an academic department. Early College Advisors and other staff who regularly have lines of high-school
students waiting noisily outside their offices do not belong in academic offices, and the administration should relocate such staff to appropriate space in non-academic buildings as soon as is feasible.

• The History SAC plans to develop a formal program of study to serve PCC students who intend to pursue a Bachelor’s Degree in history after they transfer to a four-year institution. This initiative stems from a meeting two PCC history faculty members had with the Chair of the Portland State History Department, Dr. Tom Luckett. According to Dr. Luckett, 39.4% of incoming PSU students who declared for the history major since 2000 had transferred to PSU from PCC. Tellingly, the proportion of PSU history majors who transferred from PCC has been steadily rising and accounted for a remarkable 47%—fifty-five students each year—of incoming PSU history students in 2010 and 2011 (see Appendix J).

At present, the History SAC has no formal means of supporting students who seek to major in history after they transfer. History instructors at PCC provide informal advice to students seeking to continue the study of history after they transfer, but instructors largely concentrate on serving the needs of the majority of students who take history classes to satisfy General Education or Cultural Literacy requirements. Absent the formal structure of a degree program, moreover, instructors lack the ability to identify many students who intend to continue studying history after they transfer. In other words, PCC has a substantial population of de facto history majors, but lacks a formal, institutional structure to provide those students with guidance and support. To remedy this significant shortcoming, the History SAC intends to develop a program-level structure—such as a pre-major, area of concentration, or, more likely, a Focus Award—that permits students to identify formally as history students and that officially recognizes their coursework in history.

The benefits of such a system are manifold. Such a structure would encourage students interested in pursuing a B.A. in history to self identify as such, and would thus give the History SAC the opportunity to provide them with guidance and formal advising. It would also help students follow a course of study that will prepare them for upper-division coursework after they transfer. Finally, a Focus Award or other formal system of recognition would help create the sense of community among history students that is presently absent at PCC.

Once established, a formal, program-level structure such as a Focus Award will not likely consume significant material or human resources. Setting up a Focus Award or similar structure, however, promises to be a difficult and time-consuming task. The History SAC consequently
requests that the administration support this effort both by offering guidance and by providing course-release time for the faculty member who spearheads this initiative. We contend that the benefits of a formal, program-level structure will outweigh significantly the comparatively minor costs associated with its establishment.

- In light of the large number of PCC students who transfer to PSU, the History SAC also proposes to develop a more durable relationship with the Portland State University History Department. Whether formal or informal, a stronger relationship with PSU will permit the History SAC to better accommodate students who intend to pursue a degree in history at PSU. It will also serve as a means by which the PSU History faculty can have input regarding the PCC history program’s course-level outcomes, and will thereby provide the History SAC with valuable ongoing feedback from its most important stakeholder.
Appendix A
HIS 103: Western Civilization III
First Reading Response Assignment

Objective
The First Reading Response Assignment aims to help students prepare for the midterm and final examinations. The assignment calls upon students to summarize and analyze course material from lectures, the textbook, and primary-source documents. It thus helps students meet the following course-level intended learning outcomes:

- **Content**: Articulate an understanding of key events in the nineteenth and twentieth-century history of Europe. Students will demonstrate attainment of this outcome by thoroughly answering all parts of the question and by discussing all pertinent points from class lecture.

- **Critical Thinking**: Use critical thinking in order to evaluate historical changes and their impact on Western Civilization. Students will achieve this important outcome by synthesizing material from primary- and secondary-source documents, and by providing effective evidence to support their broader points.

- **Cultural Literacy**: Recognize the different groups that interacted in and with Europe in the nineteenth and twentieth centuries in order to evaluate and appreciate their historical contributions to modern Western Civilization. Students will demonstrate that they have met the Cultural Literacy outcome in this assignment by articulating an understanding of class formation and the Industrial Revolution's impact on class and gender power relations.

- **Communication**: Communicate effectively using historical analysis. Students will demonstrate their attainment of this outcome by writing an organized, clear, grammatically correct, and stylistically polished essay.

Parameters
Your paper must be 600-800 words in length, must use a twelve-point font, and must have one-inch margins.

The Assignment
Scholars typically understand the Industrial Revolution in terms of technological innovations and new energy sources. However, the emergence of modern social classes is an equally important aspect of that vital socioeconomic transformation. Please describe the emergence and nature of (1) the industrial working class and (2) the new middle class. In doing so, be certain to base your answer on material drawn from the textbook, in-class material, and the online primary-source materials on the Industrial Revolution.

Due Date
Please see the schedule of classes for the due date.
Plagiarism and Attribution
Plagiarism—the use of someone else's ideas or words without attribution—is a form of cheating that violates school policy. Please use parenthetic notation for quotes according to the following form: According to the author, "violence completely soured Israeli-Palestinian political relations" (99). Please note as well that IF YOU COPY MATERIAL FROM THE INTERNET, YOU WILL RECEIVE A 0 ON THE ASSIGNMENT.

Evaluation
I will evaluate essays according to the following rubric. Please note that this is only a guide, and that a paper must include most or all attributes in a given grade range to receive that grade (for example, a paper could be characteristic of an 'A' paper in all regards save for failing to address completely all parts of the question; it would, as a consequence, receive a high 'B' grade). Please note as well that you do not start with a 100 points and work your way downs; rather, you start with 0 points and work your way up.

<table>
<thead>
<tr>
<th>Grade Paper</th>
<th>Content</th>
<th>Cultural Literacy</th>
<th>Communication</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>'F'</td>
<td>Demonstrates little understanding of pertinent events and facts, fails to meet minimum word limit, and/or fails to answer the question posed.</td>
<td>Demonstrates no real understanding of the industrial working class, the middle class, or inequalities in gender and class relations.</td>
<td>Essay has no meaningful organizational structure, and has many grammatical errors.</td>
<td>Provides no meaningful supporting evidence; makes no real effort to synthesize information from a variety of sources.</td>
</tr>
<tr>
<td>'D'</td>
<td>Misses many key points from class lecture, answers only part of the question posed, and/or is too brief and general.</td>
<td>Shows some understanding of the formation, outlook, and experience of the industrial working class and the middle class, but misses many key points regarding class and gender inequalities.</td>
<td>Essay lacks an effective system of organization and has many grammatical and stylistic errors that obscure the author’s ideas.</td>
<td>Uses little supporting evidence from class lecture, the textbook, or the online readings; makes little effort to synthesize information from the textbook or online readings.</td>
</tr>
<tr>
<td>'C'</td>
<td>Discusses most key points but tends to list them rather than to analyze them in depth; does not address all parts of the question adequately.</td>
<td>Has a fair understanding of the formation, outlook, and experience of the industrial working class and the middle class. Shows some understanding of the development of new, unequal class and gender relations.</td>
<td>Essay is generally well written and organized, but has some grammatical, organizational, and stylistic errors.</td>
<td>Provides some supporting evidence, but that material is thin and/or inconsistent; synthesizes some material from the textbook, online readings, and class lecture, but does so inconsistently.</td>
</tr>
<tr>
<td>'B'</td>
<td>Discusses most key points from the class lecture,</td>
<td>Conveys a good understanding of the formation, outlook,</td>
<td>Essay is well written with few</td>
<td>Provides detailed and pertinent supporting evidence,</td>
</tr>
<tr>
<td>'A' Grade Paper</td>
<td>Discusses all relevant points from class lecture; thoroughly answers all portions of the question.</td>
<td>Demonstrate a sophisticated and subtle understanding of class formation and outlook. Conveys a strong grasp of the evolution of class and gender power relations that resulted from Industrialization.</td>
<td>Essay is gracefully written with few or no grammatical errors and has a clear and well-structured organizational scheme; prose effectively and clearly conveys meaning to the reader.</td>
<td>Makes ample, effective, and persuasive use of evidence from the textbook, class lecture, and the online primary-source documents.</td>
</tr>
</tbody>
</table>
Appendix B
Primary Source Analysis

Galileo Galilei
Letter to the Grand Duchess Christina of Tuscany, 1615

Analyzing and evaluating primary sources are key elements of the historian’s craft. Our analysis helps us to think critically about the relationships between past and present events and issues, in this case, about the beginnings of the Scientific Revolution that would forever change the worldview of western Europe and beyond.

After reading the primary source written by Galileo, answer the four questions below in one to two paragraphs for each with the following in mind:

> A fair (low) grade = short answers
> A better grade = longer, more thoughtful answers
> The best grade = longer, more thoughtful answers with specific references to passages in the source to support your answers

By reading, analyzing, and then communicating your thoughts on this primary source, you are meeting two of the outcomes intended for this course:

1. Learning to articulate an understanding of key events in the late medieval and early modern history of western Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization.

2. Learning to communicate effectively using historical analysis.

----------------------------------

1. What are Galileo’s feelings about the infallibility of the Bible? Can it be wrong or untrue?

2. For Galileo, when Scripture and Nature conflict, which is right?

3. Does Galileo seem concerned that religious dogma will stifle scientific inquiry?

4. According to Galileo, can science and faith complement each other?

Galileo Galilei:
Letter to the Grand Duchess Christina of Tuscany, 1615
To the Most Serene Grand Duchess Mother:

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors—as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution or destruction.

Showing a greater fondness for their own opinions than for truth they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill-suited to their purposes.

The reason produced for condemning the opinion that the earth moves and the sun stands still is that in many places in the Bible one may read that the sun moves and the earth stands still. Since the Bible cannot err; it follows as a necessary consequence that anyone takes a erroneous and heretical position who maintains that the sun is inherently motionless and the earth movable.

With regard to this argument, I think in the first place that it is very pious to say and prudent to affirm that the holy Bible can never speak untruth—whenever its true meaning is understood. But I believe nobody will deny that it is often very abstruse, and may say things which are quite different from what its bare words signify.

For the sake of those who deserve to be separated from the herd, it is necessary that wise expositors should produce the true senses of such passages, together with the special reasons for which they were set down in these words. This doctrine is so widespread and so definite with all theologians that it would be superfluous to adduce evidence for it.

This being granted, I think that in discussions of physical problems we ought to begin not from the authority of scriptural passages but from sense experiences and necessary demonstrations. It is necessary for the Bible, in order to be accommodated to the understanding of every man, to speak many things which appear to differ from the absolute truth so far as the bare meaning of the words is concerned. But Nature, on the other hand, is inexorable and immutable; she never transgresses the laws imposed upon her, or cares a whit whether her abstruse reasons and methods of operation are understandable to men. For that reason it appears that nothing physical which sense experience sets before our eyes, or which necessary demonstrations prove to us, ought
to be called in question (much less condemned) upon the testimony of biblical passages which may have some different meaning beneath their words. For the Bible is not chained in every expression to conditions as strict as those which govern all physical effects. From this I do not mean to infer that we need not have an extraordinary esteem for the passages of holy Scripture. On the contrary, having arrived at any certainties in physics, we ought to utilize these as the most appropriate aids in the true exposition of the Bible.

But I do not feel obliged to believe that the same God who has endowed us with senses, reason and intellect has intended us to forego their use and by some other means to give us knowledge which we can attain by them. This must be especially true in those sciences of which but the faintest trace is to be found in the Bible. Of astronomy; for instance, so little is found that none of the planets except Venus are so much as mentioned.

In St. Augustine we read:

"If anyone shall set the authority of Holy Writ against clear and manifest reason, he who does this knows not what he has undertaken; for he opposes to the truth not the meaning of the Bible, which is beyond his comprehension, but rather his own interpretation, not what is in the Bible, but what he has found in himself and imagines to be there."

This granted, and it being true that two truths cannot contradict one another, it is the function of expositors to seek out the true senses of scriptural texts. But we are unable to affirm that all interpreters of the Bible speak by Divine inspiration. Hence I should think it would be the part of prudence not to permit anyone to usurp scriptural texts and force them in some way to maintain any physical conclusion to be true, when at some future time the senses and demonstrative or necessary reasons may show the contrary. Who indeed will set bounds to human ingenuity? Who will assert that everything in the universe capable of being perceived is already discovered and known? Let us rather confess quite truly that "Those truths which we know are very few in comparison with those which we do not know."

In my opinion no one should close the road to free philosophizing about mundane and physical things, as if everything had already been discovered and revealed with certainty. Nor should it be considered rash not to be satisfied with those opinions which have become common. No one should be scorned in physical disputes for not holding to the opinions which happen to please other people best, especially concerning problems which have been debated among the greatest philosophers for thousands of years.
## Appendix C
### Core Outcome Mapping

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<thead>
<tr>
<th>CORE OUTCOMES MAPPING</th>
<th>SAC HST: History</th>
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<tbody>
<tr>
<td></td>
<td>1. Communication</td>
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<tr>
<td></td>
<td>2. Community and Environmental Responsibility</td>
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<td>3. Critical Thinking and Problem Solving</td>
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<td>4. Cultural Awareness</td>
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<td>5. Professional Competence</td>
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<td>6. Self Reflection</td>
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<tr>
<td>0 Not Applicable.</td>
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<tr>
<td>1 Limited demonstration or application of knowledge and skills.</td>
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<td>2 Basic demonstration and application of knowledge and skills.</td>
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<td>3 Demonstrated comprehension and is able to apply essential knowledge and skills.</td>
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<tr>
<td>4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.</td>
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Appendix D
History SAC Learning Assessment Plan, 2009-2010

- During Winter Term, instructors will survey students regarding learning critical thinking: Do you think your critical thinking skills have been enhanced by taking this class? How?

- During Winter Term, collect student work from two HST 201 courses and one HST 102 course focused on the topic of “The Enlightenment.” Apply the rubric below to all the collected work during Spring SAC meeting.

- Analyze and summarize the data. Determine whether changes need to be made

From **WSU's Critical and Integrative Thinking Rubric**

For each of the three criteria below, assess the work by circling a numeric score. Insert each score in the Overall Rating table below.

1. Develops, presents, and communicates OWN perspective, hypothesis, or position.

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Position or hypothesis is clearly inherited or adopted with little original consideration.</td>
<td>Position includes some original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects may have been adopted.</td>
<td>Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.</td>
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<tr>
<td></td>
<td></td>
<td>Presents own position or hypothesis, though inconsistently.</td>
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<tr>
<td></td>
<td></td>
<td>Presents and justifies own position without addressing other views, or</td>
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<tr>
<td></td>
<td></td>
<td>Clearly presents and</td>
</tr>
<tr>
<td>Position or hypothesis is unclear or simplistic.</td>
<td>does so superficially. Position or hypothesis is generally clear, although gaps may exist.</td>
<td>justifies own view or hypothesis while qualifying or integrating contrary views or interpretations. Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout.</td>
</tr>
</tbody>
</table>
2. Presents, assesses, and analyzes appropriate supporting data/evidence.

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>No evidence of search, selection or source evaluation skills.</td>
<td>Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</td>
<td>Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.</td>
</tr>
<tr>
<td>Repeats information provided without question or dismisses evidence without adequate justification.</td>
<td>Use of evidence is qualified and selective.</td>
<td>Examines evidence and its source; questions its accuracy, relevance, and completeness.</td>
</tr>
<tr>
<td>Does not distinguish among fact, opinion, and value judgments.</td>
<td>Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate.</td>
<td>Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias.</td>
</tr>
<tr>
<td>Data/evidence or sources are simplistic, inappropriate, or not related to topic.</td>
<td>Appropriate data/evidence or sources provided, although exploration appears to have been routine.</td>
<td>Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests.</td>
</tr>
</tbody>
</table>

3. Identifies and assesses conclusions, implications, and consequences.

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<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary.</td>
<td>Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that</td>
<td>Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and</td>
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</table>
Conclusions presented as absolute, and may attribute conclusion to external authority.

may impact other people or issues.

Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.

evidence. Qualifies own assertions with balance.

Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.

## Overall Rating

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops own position and hypothesis</td>
<td>1–4; 2-8; 3-6; 4-6; 5-3</td>
</tr>
<tr>
<td>2. Presents and analyzes supporting data</td>
<td>1-2; 2-8; 3-10; 4-3; 5-2</td>
</tr>
<tr>
<td>3. Identifies conclusions and implications</td>
<td>1-6; 2-6; 3-8; 4-2; 5-3</td>
</tr>
</tbody>
</table>

April 27, 2010

**Applying the Critical Thinking Rubric:**

- Our SAC examined 11 student papers. These were papers all written on the same topic of the Enlightenment, and they represented participation by two classes rather than the originally projected three. The permissions were spotty, but we went ahead with them with no names attached.

- A number of us applied the above-mentioned rubric to the papers. Each paper was read by at least two faculty and some by three. With two exceptions, there was a consensus within one point of all the readers on the various papers. Here are the various scoring grades as given by the various history faculty:
  - Criteria #1: 1–4; 2-8; 3-6; 4-6; 5-3
  - Criteria #2: 1-2; 2-8; 3-10; 4-3; 5-2
  - Criteria #3: 1-6; 2-6; 3-8; 4-2; 5-3

- Conclusions:
Based on this sampling, the bulk of students fall within the 2 and 3 range – high emerging/low developing, with a few students moving toward mastery and a few low emerging.

While we all aspire to having students at Mastery level, in most cases these are initial survey courses and students are at an initial stage of developing the skills of critical thinking in the history discipline.

Student Surveys:

• During Winter Term 2010, nine courses (HST 106, 285, 105, 102, 106, 101, 101, 102, 201) asked students some version of this question: Do you think your critical thinking skills have been enhanced by taking this class?

  Students gave explanations in most cases, but the answers can be boiled down to “yes, no, other.” The "other" includes answers such as “Not necessarily, but the course definitely did not detract from them at all! I would say they were enhanced and polished up from the critical thinking skills I have learned in previous courses.”

  Yes: 112; no: 10; Other: 13

  Certain of the courses were actually distance courses, and of the “nos” – 8 of them were responses from distance courses. We wonder if we need to pay more attention to this in the distance courses – or if the highly motivated students who do distance courses are actually aware that they already have the skills in their skill set and therefore say “no.” We’re not really sure.

• Conclusions:

  Students are generally aware in PCC history courses that they are working on their critical thinking skills.

• Suggestions for improvement:

  We feel that we just got our feet wet with this Learning Assessment Project. We realize that we need to do a better job of getting student permissions up front, and a better job of collecting student work for assessment. In addition, next time we should have a more organized system for norming our use of the rubric up front; for keeping track of the readings as they are accomplished; and for re-reading when there are discrepancies to resolve them. It has been also suggested that since most of us are not requiring full-fledged research papers in these introductory courses, that we might just stick to the criteria in #s 2 and 3 above.
We also agreed that next time, if we decide to ask students whether they believe they are learning critical thinking (or any other core outcome), that our answers might be more specific and valid if we designated more specifically what we are looking for. An example might be: “Have you improved your skills in terms of presenting, assessing, and analyzing appropriate supporting data/evidence?”
Appendix E
History SAC Learning Assessment Report, 2010-2011

1. *Describe changes that have been implemented towards improving students’ attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.*

   Last year’s indirect assessment exercise told us that students believed they were challenged to think critically, and the papers to which we applied our rubric demonstrated a “developing” level of attainment, which is appropriate for the level at which we teach. We agreed that we needed a larger group of papers next time, a better rubric, and a more organized system of tracking the assessment results.

2. *Identify the outcomes assessed this year, and describe the methods used.*

   The History SAC agreed to assess “Communication” and “Cultural Awareness” this year. One faculty member with feedback from a subcommittee wrote the rubrics which are included here:

   **Communication Rubric**

   “Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.”

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Emerging</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on the Assignment</strong></td>
<td>Essay clearly and consistently focuses on the assigned question, and includes a strong thesis statement.</td>
<td>Essay generally but inconsistently addresses the question posed, and features a thesis statement that is not entirely relevant to the question.</td>
<td>Essay does not focus on the question posed, and either lacks a thesis statement or has a thesis statement that is not pertinent to the assignment.</td>
</tr>
<tr>
<td><strong>Use of Supporting Materials</strong></td>
<td>Provides abundant and relevant supporting evidence that effectively sustains the essay’s argument.</td>
<td>Makes use of some supporting evidence, but does so inconsistently.</td>
<td>Makes use of little or no supporting evidence.</td>
</tr>
<tr>
<td><strong>Syntax and Organization</strong></td>
<td>Essay is gracefully and straightforwardly written with few or no grammatical errors and has a clear and effective organizational system.</td>
<td>Essay is generally well written and organized, but has some grammatical, organizational, and stylistic errors that may impede the reader’s ability to understand the arguments presented.</td>
<td>Essay lacks an effective system of organization and has many grammatical and stylistic errors that obscure the arguments the essay is attempting to present.</td>
</tr>
</tbody>
</table>
scheme; prose effectively and clearly conveys meaning to the reader. | grasp the writer’s points. | author’s ideas.

**Cultural Awareness Rubric**

“Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community”

<table>
<thead>
<tr>
<th>Cultural Awareness</th>
<th>Strong</th>
<th>Emerging</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a strong awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.</td>
<td>Demonstrates some awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.</td>
<td>Demonstrates little awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Bases of Cultural Ideas</th>
<th>Strong</th>
<th>Emerging</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits a clear grasp of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.</td>
<td>Exhibits some understanding of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.</td>
<td>Exhibits little understanding of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hierarchy</th>
<th>Strong</th>
<th>Emerging</th>
<th>Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows a strong understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.</td>
<td>Shows some understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.</td>
<td>Shows little understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.</td>
<td></td>
</tr>
</tbody>
</table>

Four instructors obtained permissions from individual students to assess their work. In all, there were 24 essays from HST 105, online; 12 from HST 201; 13 from HST 104, online; 18 from HST 270— a total of 67 papers. All four instructors were full-time faculty members.

On April 26, 2011 at the Subject Area Committee (SAC) meeting, sixteen faculty, both full-time and part-time, assessed two essays together to establish a norm. Then each paper was read by two faculty members and rated. We agreed that if papers were scored within one point of each other, that was reasonable, whereas if they were two points apart, we would have those two readers discuss the paper and come to a consensus and/or include a third reader’s opinion.
Sally Earll and Gabe Hunter-Bernstein assisted us during the compilation and discussion stage. We tallied up the answers, allowing two numbers for each paper, resulting in the following:

**Communication:**

<table>
<thead>
<tr>
<th></th>
<th>1 (Strong)</th>
<th>2 (Emerging)</th>
<th>3 (Weak)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>64</td>
<td>52</td>
<td>17</td>
</tr>
<tr>
<td>Support</td>
<td>54</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>Syntax</td>
<td>51</td>
<td>51</td>
<td>27</td>
</tr>
</tbody>
</table>

**Cultural Awareness:**

<table>
<thead>
<tr>
<th></th>
<th>1 (Strong)</th>
<th>2 (Emerging)</th>
<th>3 (Weak)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>40</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>Hist. Bases of Cultural Ideas</td>
<td>30</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>15</td>
<td>58</td>
<td>53</td>
</tr>
</tbody>
</table>

**What did you learn? Interpretation of Data and Proposed Changes:**

**Communication**

We read this data as very positive in terms of our assessment of “Communication.” However, we all have noticed a general lack of student skill in the use of proper punctuation and spelling, and these papers were no exception. Comma splices, “it’s-its” confusion, incorrect use of apostrophes, and sentence fragments are a few examples of typical errors. These and similar deficiencies are an ongoing problem.

We think that all college level students should know how to write a grammatically complete sentence with proper punctuation, and we strongly feel that PCC as a whole needs to take this discussion beyond the individual SACs. In too many cases our students move on without having remedied some of these basic issues –issues that should have been resolved before they enrolled in our courses.

What if PCC determined that all students will meet this criterion before students leave the college? Could there be an online modular workbook required for students who have not learned a particular skill? Could there be a required course that covers these basic grammar and writing skills? We do not know the solution, but we feel that working together PCC could certainly come up with something.

The History SAC will do its part in attempting to remedy the situation. Each of us will work on it in our own way, but we will all work on it.

Individual faculty members’ efforts may include:
• Beginning classes by writing a statement on the board that pertains to the day’s topic, while including a common writing problem within the statement. Discuss the error with the class in a mini grammar lesson. One instructor using this method is noticing improvements.

• Giving students a list of “Punctuation Peeves.”

• Requiring students who have handed in sub-par work to go to the Student Success Center for help before handing in the next paper.

• Recommending a trip to the Student Success Center but not absolutely requiring it.

• Researching websites students may access for help.

Cultural Awareness

In terms of “Cultural Awareness,” we find that the numbers, while reasonable, tended to be weak in the second and third categories. Upon discussion, we realized that while the rubric was written very specifically, the assignments collected were really only a snapshot in a whole class trajectory, and the assignment instructions didn’t necessarily point the student in that specific direction. In some cases we found many good aspects of cultural awareness within a fine paper, yet the score was low based on the specifics of the rubric. In short, there was a mismatch between the assignments and the rubric. In many cases, the aspects of cultural awareness listed in the rubric would be addressed in different assignments throughout the term. This was noticeably true in the “Historical Bases of Ideas” and “Hierarchy” lines of the rubric, the very lines with lagging scores. We discussed the possibility of writing a more flexible rubric with the words “or” rather than “and,” for instance, to get a more accurate picture of the students’ competence.

The history faculty recognizes the importance of addressing cultural literacy in the classroom and in course assessments. As such, we discussed the potential for embedding cultural literacy themes in future essay assignments. By clarifying the expectation that students address cultural awareness within certain assignments (using similar terminology to that used in the rubric) we feel our performance on these criteria would improve across the department.

Another option discussed was to provide students with the cultural awareness rubric (the existing or a revised one) in advance with their understanding that it will be used, in part, to determine their assignment grade. This would clarify the cultural awareness expectations while simultaneously enabling students to thoughtfully consider such issues.
Appendix F
Annual Report for Assessment of Outcomes
History, 2011-2012
Critical Thinking, Community and Social Responsibility

1. Describe changes that have been implemented towards improving students’ attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

During the 2010-2011 academic year, the history SAC assessed the Communication and Cultural Awareness outcomes and, based on the results of our assessment, we effected a series of changes to the way we teach our classes. We re-assessed those two outcomes during the current academic year to evaluate the efficacy of the changes we implemented.

Communication

The SAC assessed Communication for the 2010-2011 using the following rubric:

<table>
<thead>
<tr>
<th>Focus on the Assignment</th>
<th>Strong (3 points)</th>
<th>Emerging (2 points)</th>
<th>Weak (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay clearly and consistently focuses on the assigned question, and includes a strong thesis statement.</td>
<td>Essay generally but inconsistently addresses the question posed, and features a thesis statement that is not entirely relevant to the question.</td>
<td>Essay does not focus on the question posed, and either lacks a thesis statement or has a thesis statement that is not pertinent to the assignment.</td>
<td></td>
</tr>
</tbody>
</table>

| Use of Supporting Materials | Provides abundant and relevant supporting evidence that effectively sustains the essay’s argument. | Makes use of some supporting evidence, but does so inconsistently. | Makes use of little or no supporting evidence. |

| Syntax and Organization | Essay is gracefully and straightforwardly written with few or no grammatical errors and has a clear and effective organizational scheme; prose | Essay is generally well written and organized, but has some grammatical, organizational, and stylistic errors that may impede the reader’s ability to comprehend the author’s ideas. | Essay lacks an effective system of organization and has many grammatical and stylistic errors that obscure the arguments the author’s ideas. |
effectively and clearly conveys meaning to the reader.

grasp the writer’s points.

The SAC was pleased overall with the results of last year’s assessment of Communication, but also saw room for improvement with regard to Syntax and Organization. The History faculty consequently agreed to pursue a variety of approaches aimed at helping students make their writing more graceful and grammatically correct. For example, one instructor developed an online writing guide designed to help students both better organize their essays and avoid the basic grammatical errors (its, it’s, etc.) common to first-year students (see Appendix 1). Another instructor began requiring students who turned in sub-par work to resubmit their essays after first visiting the Student Success center, while a third instructor worked to improve grammar by beginning each class with a student-centered discussion of a common writing error.

As part of this year’s assessment process, the SAC used the 2010-2011 Communication rubric to evaluate twenty-four essays from HST 202 in order to see whether our assessment-driven efforts have borne fruit. Based on the results in the following table—which compares the average of last year’s papers with the average of the current year’s artifacts—the SAC is pleased with the results of the changes we have implemented:

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>2.03</td>
<td>2.08</td>
</tr>
<tr>
<td><strong>Supporting Materials</strong></td>
<td>1.87</td>
<td>1.96</td>
</tr>
<tr>
<td><strong>Syntax and Organization</strong></td>
<td>1.61</td>
<td>1.94</td>
</tr>
</tbody>
</table>

While “Focus” and “Support” saw only statistically insignificant change, the student performance on “Syntax”—the focus of the history SAC’s efforts to enhance student learning—experienced noticeable and significant improvement.

**Cultural Awareness**

The SAC assessed for the Cultural Awareness outcome during the 2010-2011 academic year using the following rubric:

**Cultural Awareness Rubric**

“Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.”
### Cultural Awareness
- **Strong (3 points)**: Demonstrates a strong awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.
- **Emerging (2 points)**: Demonstrates some awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.
- **Weak (1 point)**: Demonstrates little awareness of how culturally-based assumptions influence perceptions, behaviors, and policies.

### Historical Bases of Cultural Ideas
- **Strong (3 points)**: Exhibits a clear grasp of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.
- **Emerging (2 points)**: Exhibits some understanding of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.
- **Weak (1 point)**: Exhibits little understanding of the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

### Hierarchy
- **Strong (3 points)**: Shows a strong understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.
- **Emerging (2 points)**: Shows some understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.
- **Weak (1 point)**: Shows little understanding of the ways in which social institutions perpetuate systems of privilege and discrimination.

---

The history SAC was generally pleased with the results of last year’s assessment of Cultural Awareness, though we felt that a mismatch between the rubric and several of the assignments evaluated may have affected the results—a consequence of the fact that every assignment need not match up with all six of PCC’s Core Outcomes. Beginning this academic year, the SAC consequently agreed to better match the artifacts to the outcome for which the SAC is assessing. In other words, if the SAC is assessing for Cultural Awareness, we would ensure that the artifacts we select focus explicitly on having students demonstrate their capacity for cultural awareness.

As we are assessing for Critical Thinking and for Environmental and Community Responsibility this academic year, the SAC consequently went to great lengths to evaluate artifacts pertinent to those outcomes. The SAC felt that the assessment process was, as a consequence, much more relevant and valuable to us this year. Though some of the artifacts we evaluated did
touch upon the Cultural Awareness outcome, however, most did not; as a result, the SAC again found itself reviewing a selection of student work that did not explicitly ask students to demonstrate their capacity for cultural awareness.

Not surprisingly, as the following table makes clear, our evaluation of twenty-six artifacts from HST 102 using the 2010-2011 Cultural Awareness showed no statistically significant change from last academic year’s assessment. Despite the need to further tweak the process of evaluation, however, we remain quite pleased with the performance of our students on the Cultural Awareness Outcome. Rendered as an average, our students’ Cultural Awareness scores for both the current and prior academic year seem appropriate—indeed, strong—for first- and second-year students.

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Awareness</td>
<td>2.35</td>
<td>2.24</td>
</tr>
<tr>
<td>Historical Bases</td>
<td>2.32</td>
<td>2.31</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>2.12</td>
<td>2.11</td>
</tr>
</tbody>
</table>

2. Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

Introduction

Based on the Peer Review of our 2010-2011 Assessment Report and on vigorous discussions within the history SAC, we decided to alter substantially the way we conduct learning assessment for the year 2011-2012. The Peer Review of the history SAC’s assessment of student learning was very positive, but it also criticized us for using rubrics that were too generic and that failed to assess subject-specific outcomes. In particular, our reviewers pointed out that “the rubric used to assess communication, and the report on results, does not indicate any history-specific communication items,” and they called on the history SAC to include discipline-specific skills during future assessments. This critique aligned nicely with the feelings of many SAC members. While we felt that we competently handled last academic year’s assessment process, the SAC also determined that our assessment of outcomes was too general, and, owing to its focus on PCC’s institutional outcomes, failed to address discipline-specific outcomes.

After significant discussion and reflection, the history faculty concluded that the SAC could address these concerns by aligning history outcomes (derived from the intended outcomes on history CCOGs) with PCC’s Institutional
Outcomes. Specifically, we decided to map each history intended-learning outcome to the PCC Core Outcome to which it most closely fit. This approach will serve several ends. First and most obviously, it will satisfy the Peer Review's call for us to focus more on discipline-specific outcomes. Second, it will help us to make a stronger case that the skills and knowledge that students acquire through the study of history help undergraduates to achieve the PCC Core Outcomes. Finally, and most importantly, this approach will provide the history SAC with better feedback that we can use to improve our courses and teaching.

Outcomes Assessed and Method

Given this significant change in approach, the history SAC has decided that for 2011-2012 we would assess one new outcome, Community and Environmental Responsibility, and one outcome that we have already assessed, Critical Thinking.

• Critical Thinking and Problem Solving

Translating the PCC Critical Thinking and Problem Solving Core Outcome into discipline-specific terms was fairly straightforward. Students who meet the history Critically Thinking intended learning outcome of “us[ing] critical thinking in order to evaluate historical changes and their impact” through the study of primary and secondary sources, axiomatically meet the PCC Critical Thinking Core Outcome’s call that they be able to “[e]valuate information and its sources critically,” “[f]ormulate and articulate ideas,” “[i]dentify, evaluate and synthesize information,” and “[r]eason toward a conclusion or application.”

Having mapped the PCC Core Outcome of Critical Thinking to the history Critical Thinking course outcome, the History SAC was then able to develop the following discipline-specific rubric to serve as the basis of our assessment of student work:

<table>
<thead>
<tr>
<th>HST 102 Critical Thinking and Problem Solving Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong (3)</strong></td>
</tr>
<tr>
<td><strong>Summary of primary and/or secondary sources</strong></td>
</tr>
<tr>
<td><strong>Analysis of primary and/or secondary</strong></td>
</tr>
</tbody>
</table>
We decided to use this new, discipline-specific Critical Thinking rubric to evaluate artifacts from HST 102, Western Civilization from 1000-1800. HST 102 is a popular class taught at every PCC campus, so this choice ensured that we would be evaluating a broad sample of student work. We consequently collected twenty-seven artifacts from six sections of HST 102 taught at Sylvania, Cascade, Rock Creek, and the Southeast Center. At our SAC meeting on April 24, 2012, the History faculty collectively used the Critical Thinking rubric to norm one essay. Ten full- and part-time instructors then broke into pairs and divided the remaining twenty-six artifacts among them to ensure that each item was read and rated by two people using the new rubric.

- **Community and Environmental Responsibility**

Translating the PCC Community and Environmental Responsibility Core Outcome into discipline-specific terms was somewhat more complicated owing to the broad nature of that outcome. After a great deal of thought, the history SAC concluded that the PCC Community and Environmental Responsibility Core Outcome related well to the history course outcome of Connecting Past to Present. Students who meet the History intended learning outcome of “[c]onnect[ing] the past with present-day events to enhance contemporary understanding and encourage civic activities” simultaneously meet the PCC Community and Environmental Responsibility Core Outcome’s demand that they be able to “[a]nalyze community and global issues and develop strategies for informed response,” “respond to community issues and contribute to the community,” “[i]dentify how culture affects people’s responses to and sense of responsibility toward the community and the environment, including the creation and dissemination of images and ideas through various media.”

Having mapped the history core outcome of Connecting Past to Present to the PCC Community and Environmental Responsibility Core Outcome, the
History SAC then developed the following, new, discipline-specific rubric to serve as the basis of our assessment of student work:

**HST 202 Connecting Past to Present (Community and Environmental Responsibility)**

<table>
<thead>
<tr>
<th>Ability to recognize historical patterns</th>
<th>Strong (3)</th>
<th>Emerging (2)</th>
<th>Weak (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates an advanced understanding of specific historical patterns and how the past relates to the present.</td>
<td>Student demonstrates an emerging awareness that specific historical patterns exist, and that the past relates to the present.</td>
<td>Student fails to demonstrate any awareness that historical patterns exist, and that the past relates to the present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ability to think critically about the relationships between past and present events and issues</th>
<th>Strong (3)</th>
<th>Emerging (2)</th>
<th>Weak (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates an excellent comprehension of the connections between the past, present, and future.</td>
<td>Student exhibits a basic awareness of the connections between past and present but lacks critical analysis</td>
<td>Student fails to develop an understanding of how past events and issues affect the present</td>
</tr>
</tbody>
</table>

Since we were already using artifacts drawn from a Western Civilization course for our assessment of Critical Thinking, we decided to use the new Connecting Past to Present rubric to assess artifacts from HST 202, US History from 1840-1914. This choice ensured that we were evaluating a broad sample of student work, and also that we were assessing student submissions from both of our core survey sequences. We consequently collected twenty-five artifacts from four sections of HST 202 taught at Sylvania, Cascade, and Rock Creek. At our SAC meeting on April 24, 2012, the history SAC first used the Connecting Past to Present rubric to norm one essay. Eight full- and part-time faculty members then divided the remaining twenty-four artifacts among them to ensure that each item was read and rated by two instructors using the new rubric.

3. **What We Learned**

   • **Critical Thinking**

The average scores for the twenty-six HST 102 artifacts we evaluated for Critical Thinking were as follows:

**Critical Thinking, 2011-2012**

| Summary of Sources | 2.63 |
### Analysis of Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Interpret</td>
<td>2.35</td>
</tr>
<tr>
<td>Ability to Interpret</td>
<td>2.46</td>
</tr>
</tbody>
</table>

The SAC was very pleased with our students’ ability to think critically, though unsurprised given the centrality of these skills to the study of history and our concomitant emphasis on fostering these abilities in our students. Most obviously, our students demonstrated an outstanding capacity to summarize and analyze primary and secondary sources—skills that are essential for success when they take upper-division courses after they transfer to four-year institutions. Counterintuitively, we were most pleased with the ability of our students to develop their own interpretations of primary and secondary sources despite the fact that they scored lowest in that category. Interpretation is a higher-order skill, and we fully expected students to score significantly lower in that category than in the others; we were thus ecstatic to see our students scoring between Emerging and Strong in that category.

- Connecting Past to Present (Community and Environmental Responsibility)

The average scores for the twenty-four HST 202 artifacts we evaluated for Connecting Past to Present were as follows:

#### Connecting Past to Present, 2011-2012

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Recognize Historical Patterns</td>
<td>2.00</td>
</tr>
<tr>
<td>Ability to Grasp Relationships Between Past and Present</td>
<td>2.04</td>
</tr>
</tbody>
</table>

We were pleased with our students’ ability to understand the relationship between present day institutions, practices, and events and the past. Given the complexity and subtlety that such thinking requires, we did not expect our students to score very high on this outcome. After all, even well-educated and powerful people often badly misuse the lessons of history. For example, pundits frequently analogize even the most modest proposal for a diplomatic approach toward hostile countries to the policy of Appeasement pursued by Britain and France toward Germany in the late 1930s—no matter how forced or inapplicable such an analogy may be. Given the propensity for well-educated, elite opinion makers to fail so demonstrably to grasp the subtleties of the relationship between present-day events and the past, we were quite pleased that our students were squarely at the Emerging level in understanding the connection of past to present.

4. Identify any changes that should, as a result of this assessment, be implemented towards improving students’ attainment of outcomes.
• Critical Thinking

Though the SAC is very happy with our students’ ability to think critically, we are also keen to improve their performance in this essential aspect of academic and personal success. History instructors consequently agreed to work to improve critical thinking skills—and thereby enhance our students’ ability to succeed after they transfer to four-year institutions—by revising teaching methods and assignments. While impressed with our students’ ability to summarize and analyze sources on out-of-class assignments, for example, one instructor noted that his students remained weak at summarizing and synthesizing source material on in-class, closed-book, essay exams. He is consequently planning to add a new, open-book assignment to his Western Civilization courses that constitutes a dry run for the midterm and final exams. He hopes that this assignment will improve student performance on those tests, and, more broadly, that it will help them develop the summarizing and synthesizing skills that they will need to perform well on exams after they transfer to four-year institutions. Another instructor would like to see his students develop their capacity to summarize, analyze, and interpret historical monographs. He is consequently developing an assignment that asks students to write a thesis-driven interpretive essay based on a historical monograph.

• Connecting Past to Present

Though the SAC is also pleased with our students’ ability to connect the past to the present, we also saw room for improvement in this critical, higher-order skill. SAC members consequently agreed to modify existing assignments and teaching methods or to develop new ones to achieve this end. For example, one instructor has agreed to add questions to online discussions aimed at encouraging students to think about how past and present interact. Another instructor, meanwhile, is in the process of developing a new assignment that asks students to compare and contrast The Communist Manifesto (1848) and the “Declaration of the Occupy Wall Street Movement” (2011) with an eye toward demonstrating points of continuity and discontinuity between social movements of today and those of the mid-nineteenth century.
Appendix G
Writing an Essay at the College Level

This handout will help you write more effective college-level essays. It includes a guide to help you organize, draft, and revise your paper; content and style points that will improve your argument and the quality of your prose; and a list of do's and don'ts. Please read this sheet over before you write each paper, after you have completed your first draft, and before you make changes to your final draft.

Remember, writing is not a free-form activity. It is a three-step process in which you first organize and outline your thoughts, then develop a rough draft, and, finally, undertake a series of revisions aimed at sharpening your argument and improving your prose. By approaching a writing assignment with such a plan, you will compose clearer, more logical, and more persuasive papers. You will also receive better grades for your effort.

Organizing and Outlining

- First things first. Read and thoroughly understand the question. If you are confused, talk to your professor or teaching assistant.
- With an eye towards the assignment, review the reading material and any notes you have taken. Think of the position that you plan to take, and jot down any examples or quotes that you plan to use.
- Brainstorm.
- Develop an argumentative working thesis statement that answers the assigned question.
- Think about how you want to introduce and conclude the essay. Your introduction should link the specific question at hand and your thesis to a larger issue (preferably an issue about which you have strong feelings; writing about a topic that connects in some way to things that interest you is both easier and more fun). Take a look at the "Introduction" entry under the "Content and Style Points" section listed below for further advice about how to construct an effective intro.
- Develop an outline. Generally, hundred-level essays call for a simple outline that includes an introduction, a conclusion, and three main body points that tie into and advance your thesis. An outline will guide your writing, keep you from straying from your thesis, and help assure that your essay is argumentative rather than a descriptive list (description is NOT the name of the game in college-level writing; analysis is).

Drafting Your Paper

- Draft your essay. You are not trying to write a flawless draft the first time, so do not worry about making it perfect.
- Make sure that you use concrete examples from the readings—either paraphrased or quoted—and that you ANALYZE THEM.
Revising Your Essay and Preparing it for Submission

- Nothing improves the quality of written work like multiple drafts. Even a single extra draft will result in a sharper argument, clearer prose, better organization, and, most important, higher grades.
- Revise drafts on printed copies rather than the computer screen. You will more easily see errors and be able to compare points made on different pages when working with paper.
- Start with big revisions. Make sure that you answer the question asked (if not, do not despair. A few revised drafts should do the trick).
- Next, make sure that the organization is effective. If not, reorder or delete paragraphs as necessary and develop new ideas to fill holes in your argument.
- Then assure that your paper is argumentative (remember: description does not cut it at the college level). If a paragraph is unnecessarily descriptive, revise it to make it more focused and pointed (usually you can do this most effectively by revising the topic sentence).
- Lastly, work on fixing any grammatical errors and on making the prose clearer and more graceful. One effective—if goofy sounding—way to do this is to read your draft aloud. You will be surprised to discover that you can often hear style and grammar problems better than you can see them.
- Repeat the prior step two or three more times. You do want to get a good grade don’t you?
- Have a friend read it over. Asking is something of an imposition, but having someone else review your draft—preferably someone completely unfamiliar with the assignment—will greatly help your paper. Why? Because they are unfamiliar with the topic and readings, and will thus assure that you are writing for a sufficiently broad audience.
- Turn your paper in on time. See receiving a good grade comment above.

Content and Style Points

Introduction

- Introductions are the most difficult part of an essay to write. They thus merit extra attention. An introduction must include a thesis statement (usually the last sentence of the introductory paragraph) and should link the paper to some larger issue. One especially effective technique is to begin your introduction with a general point that leads to the more specific point embodied in your thesis. For an assignment that asks you to determine if a character in a novel is a hero, for instance, you could begin by providing a definition of a hero (a general point) and then move on to your thesis (your take on why the character is or is not a hero—the specific point). An introduction should also serve as a road map or blueprint for your paper. It should set out what main points, issues, or concepts you are going to address. For the hero paper discussed above, for example, you might want to say in your thesis statement that the character was a hero because he was brave, loyal, and willing to make sacrifices to achieve his goal. The body,
this case, would include paragraphs on the character’s bravery, loyalty, and self sacrifice.

- One final point: you might want to write your introduction last. Your argument will often develop as you compose the first draft. By developing the introduction after you have drafted the paper you will assure that the intro and the body of the paper match up and will avoid having to rewrite completely the introduction.

**Conclusion**

- Try to end on a broad point. Should you devise an introduction that moves from the general to the specific, your conclusion will do precisely the opposite: it will move from the specific to the general and will, if effectively put together, raise larger issues.

**Thesis Statement**

- Think of the thesis statement as the point of your paper. It is a contestable point rather than a statement of fact and, for short papers, is usually the last sentence of your introduction.

**Topic Sentences**

- Make sure that each paragraph has an effective topic sentence. A good topic sentence introduces the new paragraph and summarizes its main point; links it to your thesis; and transitions from the prior paragraph.

**Evidence and Analysis**

- Make sure that your body paragraphs make use of sufficient evidence in the form of either paraphrased or quoted material. Quotes from the source material are especially effective, but do not use too many of them else your paper will read like a list of quotations. Be certain to analyze your evidence sufficiently. You want to explain through your analysis how the examples you use support your thesis. Think of this as show-and-tell. The examples are the ‘show’; the analysis is the ‘tell.’

**Paragraphs**

- Effective paragraphs focus on one main idea. Every sentence in the paragraph should relate to the main point of the paragraph (which should be laid out in the topic sentence). If a sentence does not fit into the main point, you should remove or rework it.

**Passive Voice**

- Work on writing in the active rather than the passive voice. Writing in the active
voice ("Whites oppressed blacks after Reconstruction") rather than the passive
voice ("Blacks were oppressed after Reconstruction") is easier to read and more
effective because the subject of the sentence is made clear (oppression did not
just happen; white people made it happen).

**Context and Audience**

- Provide sufficient background and context about the individuals and events you
discuss. Assume that your audience is unfamiliar with the readings on which you
have based your paper.

**Miscellaneous**

- To make a singular noun that ends in ‘s’ possessive add apostrophe s. The
possessive of Dickens is thus Dickens’s. For plural nouns that end in ‘s’ you just
add the apostrophe. The possessive of United States is thus United States’s.
- "It's" means "it is." "Its" means the possessive of "it" (as in "Its tail" for "The dog's
tail").
- Avoid constructions that use ‘not’ ("unnatural" is better than "not natural").
- In general, avoid using the word ‘negative.’ This word is clunky and will make
your paper sound like a professional wrestler wrote it.
- You should use parenthetical cites for short history papers. Just put the authors
name and the page number in parentheses after any quotes; you do not need to
worry about citing paraphrases.
- Block quotes (big quotes that are longer than three lines) should be single
spaced and indented 1/2 inch on both side. They should have a single blank line
above and below them.
- Double space your paper and use a twelve-point font.
- If you need to expand a short paper use Courier. Though inelegant, it fills a lot of
space without being absurdly large.
- Do not use contractions in academic writing.
- Do not use the first person in academic writing.
- Do not use colloquialisms or slang in academic writing.
- Do not begin sentences with conjunctions such as ‘and’ or ‘but.’
Appendix H
Industrialization Discussion

Thomas Malthus, First Essay on Population, Excerpt (1798)

Background

Enlightenment ideas led late-eighteenth century thinkers such as William Godwin (175-1836) to argue that human society could be perfected and that misery and poverty could be eliminated. The English Theologist Rev. Thomas Malthus (1766-1834) took issue with this view, and, in doing so, developed a trenchant critique of industrialization centered on the imbalance between population growth and resources.

Questions for Consideration and Discussion


2. What does Malthus mean when he writes: "Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio"? Explain.

3. Have the past two hundred years of industrialization sustained or contradicted Malthus's ideas with regards to population growth? Why or why not?

4. Moving beyond the narrow focus on population growth, in what ways are Malthus's ideas still relevant today? Explain.

The Communist Manifesto (1848)

Background

Prussian-born Karl Marx (1818-1883) and his lifelong collaborator Friedrich Engels ((1820-1895) developed the most long-lasting and persuasive criticism of industrialization to emerge from the early industrial revolution. While Marx's three-volume examination of industrial capitalism, Das Capital, best presents their critique of the industrial society taking shape in Europe in the nineteenth century, the Communist Manifesto offers a more accessible and inflammatory study. Written at the time of the Revolution of 1848, this rousing and monumentally influential tract originated as the political platform for the nascent Communist League to which Marx and Engels belonged.
Two things to keep in mind while you discuss the Manifesto. First, the Communist Manifesto and Soviet-style twentieth-century have little to do with each other. Marx and Engels were German exiles in Britain who developed a critique of industrial capitalism and revolutionary reform program for its reform; Stalin, Mao, Castro, etc. were totalitarian dictators who used the language of Marx to justify their totalitarian rule. Posts that dismiss Marx's work by associating it with 20th-century communism are neither accurate nor productive for discussion. Second, when Marx and Engels call for the end of private property, they were not calling for the seizure of personal property such as a person's clothing, books, and other possessions. Instead, they were calling for the nationalization of the means of production (factories, etc.) that were, at the time, owned by a tiny percentage of the population. Indeed, they rightly pointed out that the working class (a majority of the population) had no private property beyond their few meager personal possessions.

Questions for Consideration and Discussion

1. Please describe Marx and Engel's understanding of the process of history.

2. How do Marx and Engels distinguish between the abolition of private property and the abolition of bourgeoisie property (specifically, what do they mean when they say that "Capital is a collective product")?

3. What do Marx and Engels think of nationalism and the nation state? What relation do they believe members of the working class have with their countries?

4. Marx and Engels proposed ten key reforms in the Communist Manifesto. Which of them have been adopted in modern America?


6. Please compare Marx and Engel's philosophy with that espoused by Mill. Whose view do you find more appealing? Explain.

7. Do Marx and Engel's ideas remain relevant? Why or why not?
Appendix I  
Western Civilization Survey and US History Survey Enrollment

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<th>2011-12 FTE</th>
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<td>HST 103</td>
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| Total History FTE | 359.4 | 506 |

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<td>HST 103 and 103H</td>
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Source: PCC Banner  
End-of-Term Extracts
## Appendix J

### PCC Transfer Rates to PSU

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<tr>
<th>Year</th>
<th>Transfers from PCC</th>
<th>Percent of Incoming PSU History Majors Transferring from PCC</th>
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<tr>
<td>2000</td>
<td>34</td>
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<tr>
<td>2011</td>
<td>55</td>
<td>47%</td>
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Appendix K
Faculty Information
[Note: Courses listed are those currently taught by the instructor]

Full-Time Faculty (10)
CA (1)
James Harrison, MA History, City University of New York
Faculty Department Chair
Courses: HST 201, 202, 203, 246, 247, 270, 274, 275, 276, 284

RC (2)
Terri L. Barnes, MA History, Portland State University
Faculty Department Chair
Courses: HST 100, 101, 102, 103

Andrea Lowgren, PhD History, University of California, Santa Cruz
Courses: HST 201, 202, 203, 225, 271

SE (1)
David Armontrout, MA History, Portland State University
Courses: HST 101, 102, 103, 106, 111, 201, 202, 203

SY (7)
Cathy Croghan Alzner, MA History, Portland State University
Courses: HST 201, 202, 203, 204, 205

Christopher Brooks, MA History, University of Oregon,
PhD History, University of California, Santa Cruz
Courses: HST 101, 102, 103, 103(H), 285

Robert Flynn, PhD History, University of Kentucky
HST SAC Assessment Coordinator, 2011-2013
Courses: HST 101, 102, 103, 104, 201, 202, 203

Sylvia Gray, MA in History, Portland State University
EAC Chair, 2012-2013; HST SAC Chair, 2011-2013
Courses: HST 101, 101(H), 102, 103, 105, 106, 107

John M. Shaw, MA American Indian Studies; PhD History, University of Arizona
Faculty Department Chair, 2010-2013
Courses: HST 100, 102, 111, 201, 202, 203, 218, 246

Christopher Shelley, MA History, Portland State University
Courses: HST 201, 202, 203, 218

Carmen Thompson, MA History, Columbia University
PhD History, University of Illinois, Urbana-Champaign
One Year Temporary, 2012-2013
Courses: HST 100, 201, 202, 203, 274, 275, 276
Part Time Faculty (15)

[Note: Primary campus indicated]

CA (5)

Shari Anderson  MA History, Portland State University
Courses: HST 101, 102, 103; 201, 202, 203

Peter Hohn  MA History, MA Economics, University of California, Davis
Courses: HST 199(B), 201, 202, 203

Heather Mayer  MA History, University of California Riverside
Courses: HST 201, 202, 203, 204, 205

Charles Presti  MA History, University of Montana-Missoula
Courses: HST 101, 102, 103, 218, 240

Kenneth Wilson  MA History, California State University-Northridge
Courses: HST 201, 202, 203, 247

RC (3)

Jeffer Daykin  MAT, Lewis and Clark College;
MA History Portland State University
Courses: HST 104, 105, 106, 107, 285

Erik Johnsen  MA History Portland State University
Courses: HST 101, 102, 103, 203

Jason Johnson  MA History, Portland State University
Courses: HST 101, 102, 103, 199(S)

SE (1)

Richard Pintarich  MA History, Portland State University
Courses: HST 240

SY (5) (including NE)

Rosa Bettencourt  MA Russian History, University of Southern California
Courses: HST 101, 278, 279

Sally Parker Davidson  MA History, Northern Arizona University
Courses: HST 101, 102, 103, 201, 202, 203

Corbett Gottfried  MA History, Portland State University
Courses: HST 101, 102, 103, 201, 202, 203, 218

Jack McCluskey  MA History, Portland State University
Courses: HST 101, 102, 103

**George Vatternick** MA History, University of Northern Colorado
Courses: HST 101, 102, 103, 278
Appendix L
Faculty Professional Development and Service

Organization Memberships:
• American Association for the Advancement of Slavic Studies
• American Association of Community College Women
• American Historical Association
• American Society for Environmental History
• Archaeological Institute of America
• Association of Asian Studies
• Chicago Architectural Foundation
• Classical Association of the Pacific Northwest
• Community College Humanities Association
• East-West Center’s Asian Studies Development Program
• Friends of History, PSU
• Gilder-Lehrman Institute of American History
• History of Science Society
• Institute for Research in African American Studies
• Labor and Working Class History Association
• Oregon Historical Society
• Oregon Holocaust Resource Center
• Organization of American Historians
• Phi Alpha Theta History Honor Society
• Portland Art Museum
• Society for History Education
• Society for French Historical Studies
• Society of American Archivists
• The Society for Historians of American Foreign Relations
• United States Holocaust Museum
• Western History Association
• Western Society for French History
• World History Association
• Communal Studies Association
• Business History Conference
• Board Member of ASDP Alumni Chapter of the East West Center 2012-2014.

Attendance at the Following Conferences, Workshops, Programs, and Trainings:
• Pacific Northwest Historical Conference, 2008-2012
• British-North American Joint Meeting of the British Society for the History of Science (BSHS), Canadian Society for the History and Philosophy of Science (CSHPS) and the History of Science Society (HSS), 2012
• Northwest Archivists 2003-2007
• Gilder Lehrman seminar, *The Progressive Era in Global Context*, Summer 2010, conducted by Thomas Bender at NYU
• Organization of American Historians Annual Conference in Seattle, 2009
  Community College Humanities Association (CCHA) conferences (National and Regional), 2008-12
• Annual Dean Shirley Anderson Winter Conferences, 2009-2012
• NEH Institute: “Native Cultures of Western Alaska and the Pacific Northwest,” Southeast Alaska/British Columbia, June-July 2010
• North West Commission on Colleges and Universities Conferences (NWCCU): February 2009 and 2010
• Classical Association of the Pacific Northwest 2009 (helped support this conference); 2011
• American Association of Community Colleges (2009, 2010)
• Assessment Institute in Indiana (IUPUI) October, 2008
• National Institute for Leadership Development (NILD): Spring 2008
• ASDP Title VI China Language Workshop, February, 2011

Conference Presentations:
• “André Gorz: The Translation of Theoretical Idioms”: Society for French Historical Studies Conference, Tempe, AZ, April 2010
  “André Gorz, the Nation-State, and the Revolutionary Subject”: Western Society for French History Conference, Boulder, CO, October 2009
• Asian Studies Development Program (ASDP): Moderator for presentation: *Asian Studies at PCC, ASDP Conference, Seattle, 2012*
  ASDP: *Growing an Asian Studies Focus Award*, 2008, Chicago
• “Subsistence and Tradition in Tlingit Country (Southeast Alaska)—An Historical Analysis”; CCHA National Conference, October 2011; CCHA Regional Conference, October 2012
• CCHA: *Clara and Robert Schumann, the Romantics: History, Music, Love,*, October 26, 2012
• CCHA: *Myths of Learning Assessment – a Circus Dialogue II*, Nov.2010
• CCHA Conference, November 11-13. Performed classical music for reception, November 12, 2010
• AAWCC 2011: “Learning Assessment and Peer Collaboration”
• Presentation at the AAWCC meeting, 2012, on PCC’s Learning Assessment
• “The IWW and the Cases of Marie Equi and Louise Olivereau.” Pacific Northwest History Conference, Spokane, Washington, November 2010
• “Subsistence and Tradition in Tlingit Country (Southeast Alaska)—An Historical Analysis”; CCHA National Conference, October 2011; CCHA Regional Conference, October 2012
• Moderator for the panel “The Tensions between Business System and Morality from the Perspective of Eiichi Shibusawa” at the joint EBHA-BHSJ conference Business Enterprises and the Tensions Between Local and Global. École des Hautes Études en Sciences Sociales, Paris, France, August 30- September 1, 2012

Publishing:

**Book and Article Publications:**

**Encyclopedia Entries:**
- Two entries in Oregon Online Encyclopedia, forthcoming.

**Reviews:**
- Refereed two manuscript submissions to the *American Indian Culture & Research Journal*, 2012.
- Wrote web asset files for Perry’s *Short History of Western Civilization* Summer, 2011. Contact: Kimberly Taylor at Cengage Learning.

**Grants:**

**Service to Portland Community College:**

**Faculty and District-wide focus**
- Member, Degrees and Certificates Committee
- Member, Curriculum Development Funding Committee
- Educational Advisory Council (EAC) Chair, 2012-Present
- EAC Membership Committee Chair
- EAC Member, 2011-2012
- Member, Prerequisite Implementation Steering Committee
- Member, President’s Budget Advisory Committee
- Bond Committee/planning for the expansion of the Southeast
- President’s Steering Committee for ‘future’ development/identity of Southeast
- History Assessment Coordinator for 2011-2013
- American Historical Association’s History Tuning Project, 2012-2013
• Self-Assessment Plans at PCC, Academic Years 2007-08; 2008-09; 2009-10; 2010-11; 2011-12
• PCC Commencement Speaker, June 15, 2012
http://www.youtube.com/sylviagraypdx
• Speaker for Dr. Susanne M. Christopher Leadership Internship Annual Celebration, May 11, 2012
• Susanne Christopher Leadership Internship 2007-2008
• Member of four different hiring committees, including PCC College President
• Educational Advisory Council (EAC) Membership Chair and leadership team, 2010 (December) -2012;
• EAC Chair, 2012-13
• History SAC Chair, 2011-12; 2012-13
• Learning Assessment Council (LAC) Faculty Chair, 2008-2010: Led the initial effort to put a learning assessment system in place college-wide.
• Continuing LAC member as EAC Liaison
• International Initiative Steering Committee
• PCC Artbeat presenter 2009: Composed and accompanied songs in performance based on northwest poetry, with the poets reading original poetry
• Classical Beauties – Music performance on Robert and Clara Schumann for PCC Artbeat, May 9, 2012
• Involved in planning and presenting Internationalization PCC Summit, 2008
• Faculty Service Learning Cohort, 2012-2013
• Steering Committee Member: Service Learning, 2008-12

Student focus -
• Two Western Civilization courses upgrades for PCC Honors Program
• Member of a group to restructure Oregon Community College Student Association, since 2007

Diversity and Multiculturalism
• ASDP – U.S. Department of Education Title VI Grant local coordinator 2009-12.
• Directed workshop: Focus on China: Lectures on Culture and Change with the East-West Center’s Asian Studies Development Program (ASDP) April 20-21, 2012
• Diversity Council Member, Cascade, 2008-12
• Member Student Development Committee
• Coordinator of Symposium: “Looking over the Wall: Understanding the Old and New China,” jointly sponsored by the East-West Center’s Asian Studies Development Program and PCC, October 2007

Library and Archives
• Library Advisory Committee
• Copyright Committee
Service to Community:

- Board member and founding member Northwest History Network
- Presentation on Chinese History – Qin Shi Huan Di – at Laurelhurst Village, Retirement Center, January 18, 2012
- On advisory board for Promise, an original, historically-based opera by Theresa Kuhn, performed in April, 2012.
- Laurelhurst Village (Retirement Community) Lectures on First Thanksgiving and Martin Luther King.
- *Two for Five at The Old Church: Piano Quintets for Piano and Strings in F# minor* by Amy Beach, and Johannes Brahms’ Piano Quintet, Opus 34; fundraiser for KBPS, All Classical station, February 22, 2008
- House Concert, August 23, 2011, *Sellwood Composers*
- October 2, 2010, Classical Beauties and Viktors Berstis House Concert – Daniel Pearlman World Music Days
- October, 2011, Classical Beauties and Viktors Berstis House Concert – Daniel Pearlman World Music Days
- October 20, 2012, Classical Beauties and Viktors Berstis House Concert – Daniel Pearlman World Music Days
- *A Match Made in Texas: Sylvia Gray and Viktors Berstis: Fundraiser for Friends of Chamber Music, April 9, 2011*
- Premier performance of Bryan Johanson’s *Sonata de Chambre* with Martha Pressler for Cheryl Chevis and Edwin Gerow, October 16, 2011.
## Appendix M

### On-Campus Enrollments

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<td>1,870</td>
<td>1,642</td>
<td>1,517</td>
<td>-34%</td>
</tr>
<tr>
<td>Cascade</td>
<td>692</td>
<td>796</td>
<td>769</td>
<td>952</td>
<td>1,013</td>
<td>993</td>
<td>43%</td>
</tr>
<tr>
<td>Rock Creek</td>
<td>979</td>
<td>937</td>
<td>917</td>
<td>1,163</td>
<td>1,082</td>
<td>1,015</td>
<td>4%</td>
</tr>
<tr>
<td>Extended Learning</td>
<td>254</td>
<td>434</td>
<td>464</td>
<td>460</td>
<td>554</td>
<td>509</td>
<td>100%</td>
</tr>
<tr>
<td>All</td>
<td>4,211</td>
<td>3,987</td>
<td>3,895</td>
<td>4,445</td>
<td>4,291</td>
<td>4,034</td>
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</tbody>
</table>

### Distance Learning Enrollments

<table>
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</thead>
<tbody>
<tr>
<td>Sylvania</td>
<td>424</td>
<td>504</td>
<td>839</td>
<td>927</td>
<td>1,141</td>
<td>1,256</td>
<td>196%</td>
</tr>
<tr>
<td>Rock Creek</td>
<td>32</td>
<td>32</td>
<td>125</td>
<td>333</td>
<td>420</td>
<td>516</td>
<td>1,513%</td>
</tr>
<tr>
<td>Cascade</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Extended Learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>All</td>
<td>456</td>
<td>536</td>
<td>964</td>
<td>1,260</td>
<td>1,561</td>
<td>1,772</td>
<td>278%</td>
</tr>
</tbody>
</table>

*NB: These are enrollments, not unduplicated headcount*