

LDC Program Review – Annual Discipline Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **History**

Disciplines included in this SAC:

SAC Chair(s): Andrea Lowgren

Faculty Department Chair(s): Sylvia Gray, Justin Elardo, Terri Barnes, Teela Foxworth

Program Dean/ SAC Administrative Liaison: Dana Fuller

Pathway Dean: Dan Wegener

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / SY /

Other: high schools through Dual Enrollment

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

Year	College-wide enrollment	Sylvania	Rock Creek	Cascade	Southeast
2020-21	283	134	102	19	27
2019-20	295	142	95	25	32
2018-19	329	156	100	35	26

Year	Onsite	Remote	Online
2020-21	0	156	128
2019-20	187	47	147
2018-19	196	0	143

2A1. Does this data suggest any questions that the SAC would like to pursue?

There are more classes offered at SY because of the distribution of the FT faculty.

SY: 4

RC: 2

SE: 1

CA: ½ (jointly teaching HST and WGS, also on sabbatical in 2019)

Regarding online/remote/onsite, the pandemic makes for the data skewed. We will revisit this question at another time.

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

The reorganization of the college should help with scheduling duplication problems. For example, in Winter of 2021, several of the same remote courses were scheduled at the same time on the same day causing one of the courses to be cancelled.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

Not at this time.

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.

Not specifically to history, but covid-19 has certainly affected recent enrollment.

2B. Course Success Rates

% Success By Course and Modality

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

HST 100 has a generally lower pass rate than other courses, between 50-60% as compared with an overall pass rate of around 75%. This is likely because it is a pre-college course without the standard writing and math prerequisites.

One section of HST 284 had a pass rate of only 26.7, but it has not been taught in the past two years so there isn't a recent comparison. The instructor has retired. One section of HST 250 had a pass rate of 100. A different instructor will be teaching that course because of a new hire, so we will see how that evolves over time.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

Remote and online success rates were slightly lower than onsite success rates.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

We have noted that HST has slightly lower pass rates (around 75%) as compared to other social sciences (around 80%).

We had a robust discussion about our pass rates at our Fall SAC meeting. Faculty agreed that the students who fail our classes aren't turning in subpar work -- most often they aren't turning in enough assignments. They frequently disappear from class altogether, especially in online courses. This is likely to do with factors such as unstable housing, childcare, work and/or technology.

We discussed several strategies but ultimately decided to try to implement more flexible deadlines so that students who come up against roadblocks will be able to turn in the work and not fail the class.

Enrollment and % Passing By Course and Student Demographics

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

Gender: The overall success rates are roughly equal between males and females; the non-binary success rater is slightly lower.

Pell eligibility: The success rates are roughly equal.

Race: The success rates by race vary.

Year	Overall	Asian American	White	Black	Native American	Latinx	NHPI	International	Multira cial
2020-21	75	85	77	64	94*	72	66	72	70
2019-20	76	83	76	60	59	72	58	86	76
2018-19	77	84	78	67	66	72	66	73	73

*The 94% success rate for Native American students in 20-21 seems to be an anomaly. Going back two more years reveals success rates of 60 and 67.

One realistic goal to support Black and Native American students:

Black and Native American students face many social and political challenges in a country characterized by racism and settler colonialism; they are also more likely to be disadvantaged due to the ongoing racial economic disparities. This can translate into barriers to successful education that can include unstable housing, food insecurity, inadequate healthcare, overemployment, and lack of access to reliable internet, transportation and/or childcare. Many students withdraw from or fail college courses because they must focus on basic life needs; the fact that Black and Native students have lower success rates in most all disciplines at PCC

indicates that this is clearly a factor.. The History SAC supports PCCs efforts to provide students with more resources.

In addition to these barriers, are Black and Native students also withdrawing or failing History courses in higher numbers because they aren't learning the skills at the same level as other students? Are our methods or curricula also failing them? In order to try to gather this data, the History SAC would like to tie our assessment project this year to finding some answers. We plan to gather the signature assignments in History courses of all of our Black and Native students from Fall term (during winter term, after final grades for fall have been submitted), assess them against the same social science rubric that we used last year, and compare the data to the average scores. We hope to find some meaningful data to help us understand what our path forward in the coming years should be in order to support Black and Native students.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

What we need are the G numbers from the Black and Native students in all the history courses so that we can pull their signature assignments from D2L before redacting their names for our winter assessment.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?
(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).

The Social Inquiry & Analysis rubric generated by the Social Science DSAC.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

We plan to assess all Black and Native student signature assignments in all history courses.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

- 1) During winter term receive the race/ethnicity data from fall term history courses and use it to identify the Black and Native students in all history courses. We will collect their signature assignment, then redact their names and G numbers.
- 2) The SAC will do a standard norming session, a calculation of IRR and then a separate scoring of artifacts once IRR is at an acceptable level. We will score the assignments against the Social Inquiry and Analysis rubric generated by the Social Science DSAC.
- 3) We will compare the scores of this year's assessment to the general assessment of signature assignments from last year and compare the data.
- 4) The goal is to determine whether Black and Native students have lower success rates solely because of the challenges faced by poverty and racism, or if they are also demonstrating lower level skills that we can address with improved instructional methods in the coming years.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: The SAC had 2 main goals for their reassessment project and addressed suggestions from the 2020 peer reviewers report. Diversity criteria was specifically called out, and this was addressed during the 2021 reassessment. The SAC was also looking to further refine the signature assignments for better matchup with the rubric. It is obvious that the SAC had a good plan in place to close the loop for this project.

Suggestions: The SAC would need to consider which route would be the most beneficial to student learning, moving on with a "history specific" outcome, or continue to refine signature assignments & look at other dimensions.

Question: Is the SAC as a whole in agreement to move forward with more "history specific" assessment outcomes, or is there division among the faculty? No way for the reviewers to know this, just throwing it out there.... If there is no consensus, how will the SAC move forward cohesively?

SAC Response:

The SAC is going in a different direction this year and is in agreement about our new direction.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

- Chris Brooks (FT instructor at Sylvania) has created a three course world history series that updates the history program at PCC to match national trends in moving towards world history and away from the concept of western civilization.
- Israel Pastrana (FT instructor at Rock Creek) was the guest curator for a bilingual art and history virtual exhibit at the Five Oaks Museum (formerly the Washington County Historical Society) documenting the 2016 student walk-out in Forest Grove.
<https://fiveoaksmuseum.org/exhibit/standupfg/>
- Charlie Presti (PT instructor at Cascade) is leading a study abroad program to Italy next summer, rescheduled from the one planned for summer of 2020.
- Ken Coleman (PT instructor at Rock Creek) was nominated for a 2019 Oregon Book Award for his book *Dangerous Subjects: James D. Saules and the Rise of Black Exclusion in Oregon*. <https://osupress.oregonstate.edu/book/dangerous-subjects>
- Andrea Lowgren (FT instructor at Cascade) completed her sabbatical project and ebook OER, *The Reasons we Are Here: Oral Histories of Immigration at Portland Community College*. <https://openoregon.pressbooks.pub/pccimmigration/>
- Terri Barnes (FT instructor at Rock Creek) continues to research, publish and speak about Viking history.
<https://www.medievalists.net/2018/09/vikings-history-and-ourselves-still-searching/>

4B. Are there any challenges not described above that you would like to note here?

- Many of us would like to go back to teaching in person, but **vaccines need to be required** for students and faculty/staff who are teaching in person so that we can all return safely.
- Work and work-life balance have shifted and been redefined since the pandemic began in spring 2020. The college needs to center the health and well-being of its faculty and staff in continuing to allow flexibility in schedules where possible. The best way to create optimum outcomes for our students is to ensure the college maintains an attitude of care for those whose primary role it is to serve students.
- All members of the History SAC have experienced difficulties since the start of the pandemic. These include:
 - Immediate adjustments to teaching remotely that were time-consuming, stressful, and difficult.
 - Technological challenges: lack of proper technology to adequately teach remotely such as home access to computers, printers, and high-speed internet.
 - Financial challenges: lack of financial support from the college to switch to and work in the remote modality. The union negotiated a one-time stipend, but that does not address the ongoing technology and utilities costs required to work and teach from home. Part-time faculty, who are only paid for student contact hours, have had to spend even more unpaid time to make the remote switch. Additionally, one SAC member had to

rent a separate space to do his teaching because he had little children at home.

■ Isolation

- Implementation of the college reorganization has felt and continues to feel top-down, disempowering, and confusing. Management's presentations have been highly controlled, as have been the opportunities to raise issues or hear from others in the college. Faculty have not been well-represented in many decision-making processes, yet we are the ones engaged with students daily, learning first-hand of their many challenges and working to help them learn, grow, and succeed. Management often says it supports "transparency" and "shared governance," but its actions suggest the opposite is true. If faculty were represented more in college processes, the college would make better-informed decisions and issues of low employee morale could be alleviated.
- On top of the many adjustments to the pandemic and the reorganization of the college, our SAC members who are serving as Faculty Department Chairs have experienced new systems for scheduling *each term*, which has made coordinating and maintaining course loads for History faculty difficult. This was caused by reassignments of leadership, further movement of leadership, lost institutional knowledge, poor communication, and lack of a clear process and vision for moving ahead to reach the goals of equitable scheduling. Decision-making authority for Faculty Department Chairs is mystifying and disempowering. The role is supposed to change, but management has yet to clarify how and when. What will a History department chair look like in future? Not being provided with an answer to this question creates uncertainty for the SAC.
- Due to management's reliance only on enrollment numbers and the forthcoming Ad Astra method of using predictive analytics to generate schedules, we worry that certain classes may disappear from our History curriculum for unwarranted reasons. This will do our students a disservice in the long run.

4C. Do you see any opportunities in the near or long term that you would like to share?

- The Five Oaks museum's lease at Rock Creek is ending soon. They don't feel supported and might leave, which would be a loss to the college. Israel Pastrana is currently working on a HST 100 for Spring term partnering with the museum through a community-based learning project.
- Two FT faculty members are retiring this year (Terri Barns at RC and Sylvia Gray at SY). We would like to partner with our SAC liaison and other members of the administration to discuss strategic hiring of new faculty in these positions to make sure that we have the expertise to cover geographic specialties. In particular we need a historian focused on Asia and World History and also Native American History.
- Because PCC is moving toward a one-college model, we suggest that we take this opportunity to have one FDC for our discipline. Right now decision-making power is spread among multiple FDCs at various campuses with built-in opportunities for misunderstandings and frustrations.