

Academic Program Review for History

Lane Community College

Year program review cycle started: **2021-20222**

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An Introduction

Since this is the first time, in all of my years working at Lane Community College (LCC), that I have been tasked with writing an academic program review (APR) for the history discipline, I feel compelled to begin with a story and passage of text that has shaped my view of history and my subsequent approach to teaching the subject to students. It comes from a book which I read at the start of my career. My year of student teaching, required for a public school secondary credential, ended in spring 1989, with news of the Tiananmen Square protests and massacre, which my students and I watched on the television in our classroom. That fall, I began my first high school teaching position, and my students and I watched the Berlin Wall come down, the supposed “end of the Cold War”. Grandiose claims were made about what this would mean for subsequent generations, properly suggesting that observers of and participants in the events of the present day would have trouble understanding much about their world unless they possess a solid grasp of history.

A similar point emerged in 1991 from a discussion of “The Uses of History” by Albert Shanker, the president of the American Federation of Teachers. Pointing specifically to the debate in the United States Congress over the question of whether to wage war against Iraq in the Persian Gulf, Shanker noted that the speakers filled their arguments and counterarguments with references to history.

Members talked about Socrates and Abraham Lincoln; the Mexican-American War and the Peloponnesian War They cited St. Augustine and St. Thomas Aquinas, James Madison and Winston Churchill. Some talked about the appeasement of Hitler in Munich and Mussolini and Ethiopian; others about the Tonkin Gulf resolution that led to our deep entanglement in the Vietnam War.

According to Shanker, they did not simply as “a way of fancying up their speeches... in a Congressional version of Trivial Pursuit” but rather “to help them think about and explain the decision they were making – to each other and to the American people.” Different delegates drew different conclusions, but they all used history as “a tool... to reason and think about the crisis... to frame the debate... to make clear exactly where they stood.” Shanker concluded that “no one could have followed the debates or had an intelligent opinion about the wisest course of action... without at least a basic knowledge of history.” For this reason, he assigned a large measure of public significance to the discipline.¹

I wholeheartedly agree with this conclusion.

¹Mark T. Gilderhus, “Aims and Purposes,” in *History and Historians: A Historiographical Introduction* (Englewood Cliffs, NJ, NJ: Prentice-Hall, 1996), pp. 3-3.

SPECIAL NOTE: The writing of this APR report began long before February 24, 2022. Sadly, with Russia's attack on the sovereign nation of Ukraine, it seems that the above claims and warnings, made by many leaders, pundits, and intellectuals over 30 years ago, are still relevant in the 21st Century.

An Overview of APR for the external reviewer

In an effort to help the external reviewer, I thought it prudent to include the relevant information at the start of this report.

Administrative Program Review

<https://www.lanecc.edu/programreview/administrative-program-review>

Program review was launched in 2011 in response to new, evolving accreditation requirements. The purpose of program review is to enhance the program and the student experience.

The underlying philosophy of program review is based on continual improvements made by the people doing the work. Therefore, “Academic” Program Review, the faculty-led process, was initiated.

Academic Program Review

<https://www.lanecc.edu/academicprogramreview>

In short, the Academic Program Review (from this point referred to as APR) is essentially a self study of the program or discipline, which will serve as a launchpoint for a perpetual, six-year long cycle of assessment, implementation, and improvement.

The APR process has undergone a number of changes since its inaugural year in 2015/6. One shift of direction, in particular, is applicable at this point. The foundational questions were originally tied to the college's vision, mission, and values. Each program was asked to define its own mission (statement) and vision, specific to the discipline but in alignment with those of the college.

However, In recent years, the questions have become more tied to faculty interests, with the three most common questions being: who are the students taking our classes, does the curriculum meet their academic needs, and do faculty have sufficient resources to meet those needs?

Therefore, this report will attempt to answer the faculty questions (PRC) and the administrative questions (AMT), listed together on the following page. The report will begin by providing some relevant information specific to the history discipline, as it has existed since my joining the Social Science Department at Lane Community College in 1995.

The APR Questions

Program Review Committee (PRC) Questions

1. Who are the students who take history?
 - a. How many students major in history, how many transfer to a 4-year university, and other related demographic student data?
 - b. How does the history discipline and its courses fit in students' curricular pathways and/or goals (e.g. AAOT)
2. Does the history curriculum adequately meet the academic needs of students and add value to their overall educational preparation?
 - a. Is the quality, depth, and relevance of Lane's current history classes appropriate for students attending a community college?
 - b. What courses and topics provide students with a lifelong understanding of their nation and the world around them?
 - c. How do LCC history course offerings compare to those offered by other community colleges in the region?
 - d. Should Lane offer an introductory course in historiography?
3. Does History have sufficient resources to meet current and future student needs?
 - a. What are the current staffing needs in the discipline?
 - b. What are the current and projected student needs in the discipline, such as initial outreach to attend Lane, encouraging enrollment in courses in the discipline, and receiving help/tutoring/advising services.
 - c. What is the nature of the relationship between overall enrollments and the diversity and availability of course offerings?

AMT Question(s)

4. Is the program's mission appropriate and sufficiently current? How does the program mission/goals align with the mission, vision, values, and goals of the college? How do these elements shape the decision and direction of the program/department?²
5. To what degree are assessment efforts integrated into the work of the program? E.g., how can program outcomes be used to guide program direction/improvements?

² [See Appendix for LCC's Vision, Mission, and Values](#)

Program Overview

I begin this report with one confession. Try as I might, I have been unable to coax this report into a fully third-person voice and format. For that, I beg forgiveness, or at least some leniency on the part of anyone required to read it.

Additionally, let me share that I am torn on several larger issues related to this report.

The first is making references back to earlier times prior to the COVID-19 shutdown. While making comparisons of the decline in student enrollment from its heights in the years immediately following the Great Recession of 2008/9, to the drastic decline in enrollment that is our current situation, while numerically significant, would stray far from the purpose of this APR report. Having said that, there are certainly practices at Lane Community College, under earlier administrations, that may be considered better than current policies. Everything in the past does not become obsolete just because of technological advances, such as social media. (Last term, I had a student, in the end-of-term evaluation, recommend that I start using TikTok as a tool for teaching history. After all, they said, “it has become a pretty popular thing.”) For that reason it is important to include some historical comparisons in this report.

Second, as a historian, part of me would like to recount the entire history of the discipline in this report, both to put it in writing while at the same time creating a historical record which might live on in the archived records of this institution. All of the experiences I've had since my hire in 1995 have shaped me as an instructor and have influenced my views on past practices and current directions at the college. As you might imagine, the full exploration of this history would inflate the number of pages in this report. While reminiscing about past academic successes and failures is of personal interest to me, it may not be so for other readers, whether they be Lane employees or outside reviewers. So I will attempt to walk the fine line between providing illuminating evidence and the ramblings of past battles, won and lost.

Finally, considering the current crisis of a very low enrollment and a reopening of the college which has been mired with delays, it seems that the most immediate need that this report could provide, would simply be ways and methods to improve enrollment and retention. For example, in an attempt to capture student enrollments and “lost” tuition dollars, Lane began offering 5 week long “late start” courses in order to serve students who missed deadlines at the beginning of the term. What began as an experiment, is continuing under the auspices of serving students’ needs. This is specifically troubling to the history discipline and the study of history itself. Unlike some courses which may be well suited to gaining a specific skill, thinking critically and analyzing data from a variety

of sources, let alone those events occurring in eras so very unlike the times in which our students live today, are not truly learned with breadth and depth in a shorter amount of time.³ Those valuable discoveries and insights are less likely to be retained far into the future. They will not be able to provide lessons and guidance to those same students in future issues or challenges they may face.

Out of a lifelong respect for the discipline of history, and all that it offers to those who study and learn from it, I will try to avoid this pragmatic, quantitative vs. qualitative, tuition dollar inspired purpose.

³ Disclosure - I am also a supporter of the longer, semester system courses and academic calendar that I experienced as an undergrad, rather than the shorter, quarter system courses which I have been teaching at LCC since 1995. This is not just a silly preference that should easily be dismissed. As a former high school instructor, I met with my students every day of the week. That format allowed me to better know them as individuals, both in their academic pursuits, but also in more personal matters. Today, a newfound interest in counselors, tutors, “success” coaches, mental health and wellness staff, and even “trauma informed teaching” would be better served if faculty and students spent more time together, not less... not to mention face-to-face time, instead of online time, where Zoom-based interactions and typed emails or asynchronous messages predominate.

PRC Question 1

1. Who are the students who take history?
 - a. How many students major in history, how many transfer to a 4-year university, and other related demographic student data?
 - b. How does the history discipline and its courses fit in students' curricular pathways and/or goals (e.g. AAOT)

Question 1a.

How many students major in history, how many transfer to a 4-year university, and other related demographic student data?

Our students will be examined using data compiled by the standard data package supplied to all APR disciplines by LCC's department of Planning and Institutional Effectiveness (PIE). A history-specific subset of this data was supplied by Cathy Thomas of the same department.

Longitudinal data trends would be a fascinating study, especially starting with my employment in the social science department in 1995. However, substantial changes have occurred in the delivery of courses, that while illuminating, would be less helpful in the objectives of the current APR process. For example, LCC used to deliver paper-based, correspondence courses and passive cable TV courses until online, web-based courses, with Learning Management Systems (LMS) were introduced in 1997 with WebCT and Moodle. This data may be available somewhere, but administrative software system changes have also occurred, making this data difficult to obtain. On a very similar note, the campus-wide data, supplied in the standard data package initially provided to APR reviewers, consists of a mix of academic years, many which differ. For example, consider this list of the individual data sheets that were supplied for the analysis and composition of this report:

- Student Headcount - 2010 to present
- Headcount by Department 2017 to present
- Student Gender, Race, Ethnicity - 2012 to present
- Course Success (students who pass or fail courses) - 2018 to present
- Graduation and Transfer Rate - 2009 to 2017
- Staffing Levels and Ratios - 2016 to 2020

I feel it necessary in this report to include recognition of Cathy Thomas (PIE) who has been helpful in navigating these data challenges. For example, I was personally

interested in the longitudinal decline in enrollments at LCC, and in the history discipline and course offerings that have taken place since the “Great Recession” of 2007-2009. At that time, the parking lots were overflowing with students, and LCC was forced to turn a grass practice field into another parking lot. In history, students had the choice to take the same section of a class at 9am, 11am, or 1pm on MWF, at 10am on TuTh, or even at 7pm on Wednesday evenings. Three full time and five part time instructors could barely keep up with demand, so much so that the faculty contract added a “round up” clause which allowed part time instructors to teach one or two more courses per year than the maximum that had been previously set. Cathy agreed that while those years and the data numbers they provided were certainly large, and contrasted greatly with our current situation in 2022, they would be less useful in serving the data interests for the APR process for the history discipline. She is correct. Thank you Cathy for the macro vs. micro “history” of the data, although as a historian, I might consider one to be “history” and the other to be “current events”.

How many students major in history? As with all data, causation vs. correlation continues to be a challenge. For example, the chart below includes the number of students who have declared history as their major from the Academic Year 2019 to the present, starting with 25 and declining to 10.

CohortYear	AY19	AY20	AY21	AY22
Declared 'History'	25	22	12	10
Female	32%	23%	67%	10%
Age Group under 25	68%	68%	58%	90%
Latinx (any race)	4%	9%	8%	10%
White/Non-Latinx	76%	91%	75%	80%
First Time in College	64%	55%	42%	80%
PELL (proxy for SES)	48%	32%	33%	50%
First Generation	32%	50%	42%	60%

Without proof, but with some degree of certainty, the Covid-19 pandemic and campus shut down undoubtedly has had an effect on the precipitous decline in students declaring as history majors.

Another interesting anomaly in the chart is the line for Female students. Without the data to delve back into years prior to 2019, female students at Lane have more often comprised the minority of history majors. That does not explain the jump to 67% in 2021, and the crash to only 10% in 2022. One point of interest is that 2021 was the last year that HST266 Women's History was offered at LCC, partially due to low enrollment. Although the numerical changes are statistically significant, the very low sample size (n) allows only for conjecture.

With a bit more confidence, the jump from 58% to 90% in the Age Group under 25 in the last year can probably be attributed to the fully online or Zoom based courses that were offered during the campus shutdown. This reasoning may also be applicable to the First Time in College, PELL, and First Generation lines.

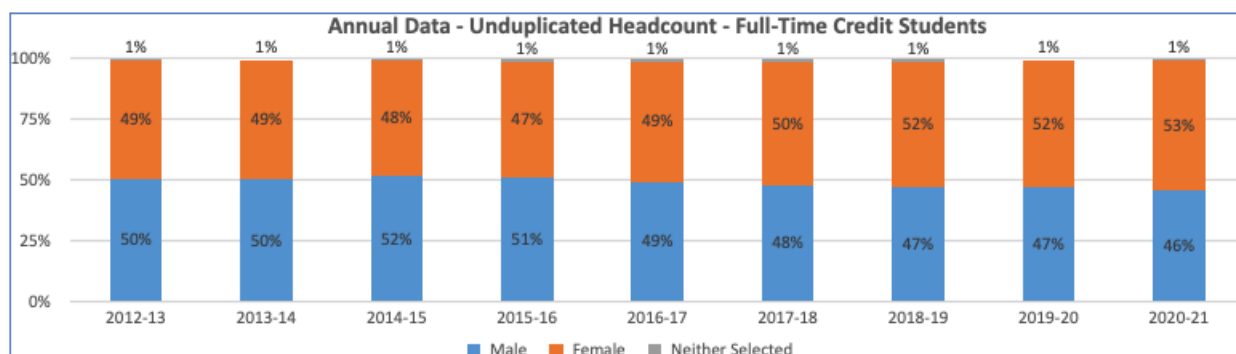
Since the actual number of history majors is so small to examine trends or to make grandiose claims about discipline, the following analysis will focus on the group of students who take history courses. (chart below)

Enrollment Year	AY19	AY20	AY21	AY22
Enrolled in History	662	695	654	637
Female	46%	46%	44%	45%
Age Group under 25	48%	59%	69%	70%
Latinx (any race)	11%	10%	12%	10%
White/Non-Latinx	69%	71%	69%	69%
First Time in College	58%	58%	61%	57%
PELL (proxy for SES)	45%	45%	44%	36%
First Generation	48%	45%	42%	41%

The first thing to note, suggesting the early data anomaly in the declared history major chart, is the line for Female students. The average of 45% over the past four years is steady and coincides with the instructors who visually witnessed an approximate 50/50 male to female ratio in their classrooms, before Covid-19, and largely online/Zoom courses since.

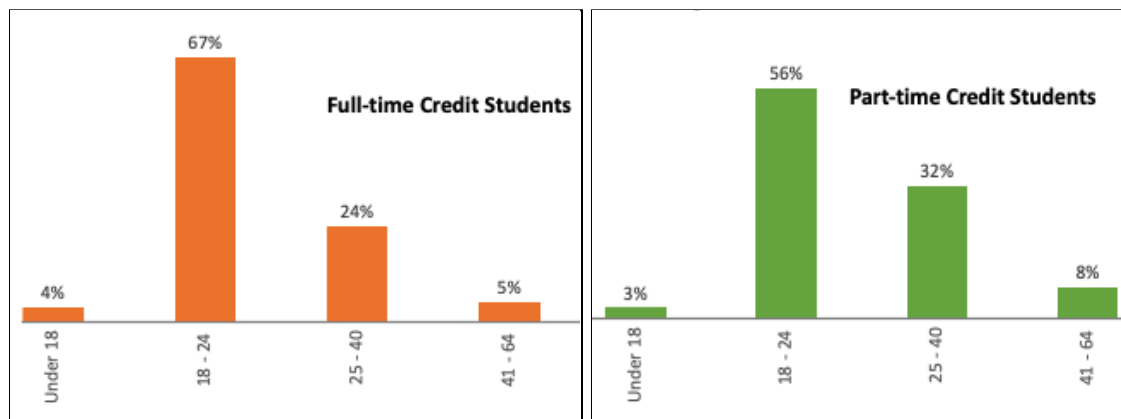
Campuswide, the gender breakdown is as follows.

GENDER - Annual Unduplicated Headcount by Credit Status



The history discipline attracts a majority male students (55%), the reasons for which are not clear from the data but could be studied in the future as a basis for recruiting more female students to the discipline and reinstating (HST266 noted above) or expanding gender diversity offerings into our course schedule.

The age demographics of students who take history courses are what is expected given our focus as a transfer degree program. The majority of our students (70% in AY22) are in the Age Group under 25, a youthful student population most of which plan to gain a transfer degree. Unlike the number and comparison of female students, this age group aligns more closely with the college at large among full-time students (67%), although there is a growing difference when compared to part-time students (56%). This suggests that younger, part-time students are less likely to take history courses. The causes for this could be many, from students taking a less-direct path to a four year degree by way of the AAOT to those pursuing a short term certificate or enrolling in a CTE program while they are employed.



The race and ethnicity of our history students are similar to other Social Science majors in general. Most of our students (69%) are White/non-Latino, while only 15% are Latino students. For a department committed to diversity, these demographics suggest we could do more to recruit students of color and Latino students.

Regular Credit	Latino (any race)	15%
	American Indian/Alaskan Native	1%
	Asian	3%
	Black/African American	2%
	Pacific Islander	0%
	White, Non-Latino	69%
	More than one race	6%
	International	3%
	Total - All Groups above	100%
	<i>Unknown as % of All Regular Credit</i>	<i>2%</i>

Again, the question here may involve the offering of more, rather than fewer specialized or topical history courses that can attract students to enroll in them, rather than our current offerings of only survey courses. (See PRC Question 2c below)

There are, as of this writing, various unexplored aspects of this data and additional data that could be sought from PIE. Consider just two of the examples mentioned above: why a lower percentage of female students take history courses or why there is a dropoff in the percentage of part time students taking history courses, compared with full time students. A deeper exploration of data or the generating of new data by way of direct student surveys should be pursued in the Implementation Plan following this self-study report.

Question 1b.

How does the history discipline and its courses fit in students' curricular pathways and/or goals (e.g. AAOT)

First, briefly consider those students who declare as history majors. Program/major declarations of Lane students are of somewhat limited reliability, especially the distinction between various majors among transfer students. Lane's practices generally fail to ensure students carefully choose and update their program major declarations and we do not monitor program progress well. The time when a student first declares as a history major until they obtain an AAOT, is not closely monitored by either the college, counselors, or the history faculty. Consequently, declared history majors may or may

not ever take history courses. The student may never have truly intended to be a history major, declaring so simply to satisfy college and financial aid requirements. They may have changed their minds about their course of study but failed to update their major in the administrative (MyLane) system.

Finally, the AAOT and a number of Lane's existing transfer degree options do not have "official" majors with prescribed lists of courses they must take to satisfy discipline requirements. Currently, there is no official disciplinary history coursework or curriculum for the history major that would show students which history courses to take or when. In fact, although counterintuitive, history majors do not have to take history courses at all. The outcome is that although Lane provides students a choice of major, they are not bound by the decision, and students can end up taking numerous general education courses without much disciplinary focus.

Students Enrolled in History Courses

Now, when it comes to students who enroll in history courses, a scenario indicative of numerous social science disciplines emerges. Consider the following data which shows the number of students who are declared history majors versus history course enrollments over the past four academic years.

CohortYear	AY19	AY20	AY21	AY22
Declared 'History'	25	22	12	10

Enrollment Year	AY19	AY20	AY21	AY22
Enrolled in History	662	695	654	637

One of the more striking features is the relative lack of decline in the number of students taking history courses, even during the pandemic shutdown which has negatively affected LCC enrollment numbers. One significant challenge of the following data is the ability to use comparable numbers, given the college's numerous categories for full-time vs. part-time, credit vs. non-credit, and campus vs. College Now⁴ students.

⁴ College Now is the program whereby area high school students earn LCC credits by taking high school courses taught by qualified and approved high school instructors. For the entirety of this report, unless otherwise specified, LCC enrollment numbers and history discipline numbers will exclude College Now students. First, only two high schools, one teacher at each, have offered College Now history courses for the past decade or more. The student numbers, although not negligible given the shrinking size of the history department, are small. And with a retirement last year, that number is now down to one high school. College Now will be addressed later in this report.

Using the academic year 2018-19, the last year unaffected by the pandemic, to 2020-21, the last full academic year included in the SDP, LCC's overall decline is as follows:⁵

-12.1%	Unduplicated headcount numbers for regular credit students	10,812 to 9,504	source RaceEthnicity page of the SDP
-22.7%	Regular credit FTE	8076.70 to 6245.79	source Student Headcount page of the SDP
-32.0%	Enrollments, excluding Coop and College Now	97,899 to 66,552	source Enrollment Plus page of the SDP
-1.2%	Students enrolled in history courses	662 to 654	History-specific breakout of the SDP data provided by PIE

In an attempt to make meaningful comparisons between the decline in history course enrollments and the campus as a whole, any of the above numbers might be used. But it is clear, in all cases, that the decline in history course enrollments over the pandemic is only 10% of the most optimistic figure (-12.1%) or far less than one percent (0.04%) of the most extremely negative figure.

Using worst case, different years for comparing history enrollments, from the highest AY2020 enrollment number of 695, to the AY2022 number of 637, which represents a continuation of the worsening enrollment in the late-stage pandemic situation is a decline of only -8.3%.

In any case, I cannot provide anything but a guesstimate that some students do see history courses worthy of taking on their paths to the AAOT, or serving whatever educational goals they may have. In the most dismal interpretation of the data, perhaps students are choosing any open courses they find in order to meet financial aid requirements. This would not constitute a situation unique to only a pandemic-related, economically-driven set of circumstances.

⁵ The following numbers come from the LCC standard data package (SDP)
<https://inside.lanec.edu/ir/data-packages-and-reports>

NOTE: This data is currently protected by LCC login credentials, but if requested by the APR reviewer and appropriate to share, please advise.

THE IMPACT OF REQUIRED COURSES

The above history enrollment numbers for degree-seeking students is certainly smaller than what the percentages for writing classes taken by LCC degree seeking students would be, especially given the designation of those courses are prerequisites for many courses and since WR121 and WR122 are specifically required for any AAOT degree.

This leads to an important topic. I have been employed at Lane Community College long enough to see the proposals of various graduation requirements. With the proliferation of computers in the mid-90s, the Computers and Information Technology (CIT) department members proposed that students complete digital literacy courses in order to graduate. Around the same time, there was a move by some political science instructors to implement a “Civic Literacy” graduation requirement, in order to ensure the participation of more educated voters in elections. Today, the “new” graduation requirements can most likely be found in the areas of cultural competence (CC) requirements (from the last decade) and more recently, diversity, equity and inclusion (DEI) efforts.

In my introduction, I provided my own justification for why history should be a required part of any liberal education, and I suppose that every single one of my colleagues at LCC, in any discipline, could do the same. In order to elevate the discipline, or more specifically, individual courses within that discipline to the status of a “requirement”, whether for graduation, a certificate or specific program, or a guided pathway, faculty are tasked with pursuing a new and growing list of “designations” for their courses.

Here are some of the AAOT and University of Oregon cultural literacy designations, as well as the current list of history courses which meet those requirements⁶.

Transferrable Courses

- Courses marked **GP** (Global Perspectives) or **US** (US: Difference, Inequality, Agency) meet UO's Cultural Literacy (must complete one of each)
- Courses marked **CL** (Cultural Literacy) meet the AAOT's Cultural Literacy (must complete one)

⁶ Source https://catalog.lanecc.edu/preview_program.php?catoid=11&poid=1205&hl=social+science

Transfers to UO as History

- [HST 101 - Western Civilization: Ancient Mediterranean](#) 4 Credit(s) GP
- [HST 102 - Western Civilization: Making of Modern Europe](#) 4 Credit(s)
- [HST 103 - Western Civilization: Europe and the World](#) 4 Credit(s)
- [HST 104 - World History](#) 4 Credit(s) GP, CL
- [HST 105 - World History](#) 4 Credit(s) GP, CL
- [HST 106 - World History](#) 4 Credit(s) GP, CL
- [HST 195 - History of the Vietnam War](#) 4 Credit(s) GP, CL
- [HST 201 - History of the United States](#) 4 Credit(s) CL
- [HST 202 - History of the United States](#) 4 Credit(s) CL
- [HST 203 - History of the United States](#) 4 Credit(s) CL
- [HST 208 - US History Since 1945](#) 4 Credit(s)
- [HST 209 - American History: The Civil War](#) 4 Credit(s)
- [HST 266 - US Women's History](#) 4 Credit(s) US, CL

In one view, these extra requirements and categories make student navigation of the AAOT requirements more cumbersome. In addition, the community college must provide a path to the AAOT degree without incurring more required credits for students to take and pay for, especially with financial aid restrictions. This is one of the reasons that LCC never did implement the digital literacy or civil literacy requirements in the past.

In addition, had those requirements been implemented, they would have provided a competitive advantage for the specific departments and their respective FTE generation, their specific course enrollment numbers (decreasing the likelihood that they would be canceled due to low enrollments), and even instructor job security.

Until Fall 2021, the only history courses with the cultural literacy (CL) designation were World History 104,105,106, HST266 Women's History, and HST195 Vietnam War (not taught since the spring of 2018 and soon to "fall off" the course catalog due to inactivity). Outside of the survey course sequences, this will leave the history discipline with just a single "specialty" course.

The World History survey courses are the newest general education sequence to be added to the discipline and were first offered in 2008. The CL designations were automatically applied to each of those courses. In the most recent 2021/22 course catalog, when the GP designations were added for the first time, the World History courses were the only course to receive that notation, by default.

In 2018, when enrollments in the U.S. History sequence of courses seemed to be declining slightly, I was approached by a former student attempting to transfer to a university. She asked why the U.S. History course she had taken with me did not satisfy the cultural literacy requirement, especially given the level of diversity she had learned and was presented with in the class. The multicultural and multiracial heritage of the United States, complete with its achievements and failures, rivals most other nations of the world. Having believed this was a well-established tenet, I sought the status of these survey courses at all of the other community colleges in the state of Oregon. The results were as follows⁷:

Institutions where the U.S. History sequence is denoted as fulfilling the Cultural Literacy (CL) requirement	Institutions that do NOT denote the U.S. History sequence as fulfilling the Cultural Literacy (CL) requirement
Columbia Gorge CC	Mt. Hood CC
Linn Benton CC	Rogue CC
Central Oregon CC	Klamath CC
Chemeketa CC	Southwestern Oregon CC
Umpqua CC	Treasure Valley CC
Portland CC	
Clackamas CC	
Blue Mountain CC	
Clatsop CC	
Oregon Coast CC	
Tillamook Bay CC	

Needless to say, this lack of uniformity would cause numerous problems for students transferring to other institutions. These differences are most likely due to clerical or administrative inconsistencies, rather than reflective of significantly diverse teaching formats, content, or curriculum. After consultation with the curriculum approval committee at LCC, and the submission of the corresponding paperwork, the sequence of United States history courses were approved for meeting the CL requirements starting in the fall term of 2021.

⁷ The data in this chart was gathered from each of the colleges' websites in April, 2018. Changes may have occurred since that time

PRC Question 2

2. Does the history curriculum adequately meet the academic needs of students and add value to their overall educational preparation?
 - a. Is the quality, depth, and relevance of Lane's current history classes appropriate for students attending a community college?
 - b. What courses and topics provide students with a lifelong understanding of their nation and the world around them?
 - c. How do LCC history course offerings compare to those offered by other community colleges in the region?
 - d. Should Lane offer an introductory course in historiography?

Question 2a.

Is the quality, depth, and relevance of Lane's current history classes appropriate for students attending a community college?

Decades ago, community colleges were sometimes referred to as junior colleges. I attended one myself during my undergraduate career. The purpose of these institutions was to provide introductory-level freshman and sophomore courses for those students wanting to transfer to a four-year college or university.

Today, history offerings at Lane Community College serve the same purpose. With the recent decline in enrollment, we now offer only the World, Western Civilization, and United States history, three-term survey courses.

HST 101,102,103 - Western Civilization
 HST 104, 105, 106 - World History
 HST 201, 202, 203 - United States History

In previous years, other specialized courses were available to LCC students. Mainly due to the decline in enrollment, and offered course sections not filling to capacity or an acceptable minimum level, these courses have not been offered in recent terms and years. A number of these courses have been eliminated from the current course catalog, usually because of “non activity”. If a course is not offered for a certain number of years, it is expunged from the course catalog. The few that remain will most likely be eliminated for the same reasons. In no particular order, the speciality courses are/were:

HST 195 - History of the Vietnam War
 HST 208 - US History Since 1945
 HST 209 - American History: The Civil War
 HST 207 - History of the American West
 HST 257 American Indian History
 HST 261 Latin American History
 HST 266 U.S. Women's History

The short answer to the question of whether or not the quality, depth, and relevance of Lane's current history classes is appropriate for students attending Community College, is yes. Even without the specialty courses, every possible event that has ever occurred in human history, can be the subject of study within the three survey offerings of World, Western Civilization, and United States history. Each of the nine courses, bounded chronologically and/or geographically, covers such a vast collection of diverse people, places and events, that all possible examples and lessons from history can be studied in depth. In fact, it is perhaps the most difficult task of any instructor to select a limited number of topics to include in a 10 week long quarter course. Modern survey textbooks are tasked with the difficult and often incongruent purposes of including a greater number of more diverse people and events with ever-expanding points of view, while at the same time serving as a brief, manageable overview of a historical era.

In recent decades, with the proliferation of PhDs seeking employment at community colleges, I have seen numerous colleagues who wish to teach courses that are focused on their doctoral dissertation specialties. (See the note on Clackamas CC history offerings in Question 2c below) While those narrow areas of study have offered the faculty member their greatest level of interest in their field, the community college mission should be introductory and generalist. In any AAOT transfer field, as are most of the social science disciplines, LCC does not offer a terminal degree. Therefore LCC should not attempt to offer courses that rival those of the upper-division courses offered at four-year institutions, especially since many of these courses articulate only as generic, elective credit to most universities. One of the main tasks of the community college, both leadership and faculty, will be to strike a balance between the depth and breadth of their offerings, and providing those opportunities for students to complete undergraduate work before moving on from a two-year institution to a four-year institution. In the history discipline, this means making the survey course offerings the best they can be. Many University of Oregon students still come to Lane Community College to complete their lower-division classes, not only for the lower tuition price, but also because they see the value in taking courses with class sizes of 30+ students with a single, qualified instructor. For many, this educational environment offers a more meaningful learning experience, rather than sitting in a large lecture hall with hundreds of other students in an introductory course, attending a lecture by a professor, but then

being taught in smaller groups by any number of graduate teaching assistants, whose numbers and quality change from term to term, year after year.

Question 2b.

What courses and topics provide students with a lifelong understanding of their nation and the world around them?

I would like to reiterate about history class offerings at the community college. These are college-level courses, not to be confused with the social studies courses that students take while they are in high school. High school requirements used to be world history for freshmen, United States history for juniors, and some form of economics and political science for seniors. Today, the support for STEM classes has also resulted in a concurrent decline in the social science requirements for high school graduation.

The United States history course sequence at LCC offers students the opportunity to learn about their nation, complete with all of the lessons it has to offer, bound only by time and the limitations that a 4 credit course, taught in a 10 week quarter term. Nearly 27 years ago, the history faculty made the decision to remove any history prerequisites for enrollment in other history courses, such as making HST201 (pre-Columbian, colonial, Constitution) a prerequisite for HST202 (early national period up to the 20th Century). Each course would be “compartmentalized” into a standalone course. Certainly, a chronological study of the history of the nation would be preferred, especially when attempting to teach Constitutional governmental concepts (from the HST201 course) as they evolved and were applied to events in the 20th Century (HST203 course). Students, who had not declared history as their major or who were transferring to a university in some field other than history, are not required to complete the entire three course sequence as a graduation requirement. The elimination of history course prerequisites seemed logical and would offer the secondary benefit of increasing enrollment in the HST202 and HST203 courses offered in subsequent Winter and Spring Terms. Finally, this change would allow students the choice of studying a particular period of history which had a greater appeal to them individually.

Following this decision, history, along with some other disciplines in the Social Science Department, removed the more academically important prerequisite requiring students to have completed the most basic college writing course (usually WR121) before enrollment in a course. The term “requirement” was at first changed to “students are encouraged to have completed WR121”, but was soon dropped completely. This change was certainly driven more by removing barriers and seeking higher enrollment numbers than it was for the well-being of students in the discipline who were required to

write academic essays and papers. One final change occurred to the overall course descriptions for history courses with the advent of online courses. Today, history courses contain the following notation: “May be taken out of sequence. May be offered online.”

With the addition of the World History course sequence in 2008, students now have access to the goal of not only understanding their own nation and the limited number of nations included in the Western Civilization sequence, but literally every human and nation in “the world around them”.

From this almost limitless palette of nations, from clans to countries, and the historical eras dating back to the dawn of human civilization, LCC instructors have the academic freedom to adapt the curriculum and presentations from within these history “families”. Still, it should be noted that the presentation of subject matter in these survey courses should be, of necessity, broad and undergraduate level appropriate, rather than specific and detailed. Consider the guidelines established for the State of Oregon.

Outcomes and Criteria for Transferable General Education Courses in Oregon⁸

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

⁸ Source

https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/06-2998_Gen_Ed_OutcomesCriteria_2010.pdf

In different but similar wording, these are a list of the learning outcomes for all history courses at LCC.

Interestingly, Chemeketa and Linn-Benton Community Colleges have adopted differing stances on the subject of prerequisites.⁹

For all history courses at Chemeketa, the prerequisite is placement into WR115 (or higher), or completion of WR090 (or higher) with a grade of C or better; or consent of instructor.

I do wonder if Chemeketa has data that illustrates the numbers of students who either meet these requirements or who simply get instructor consent. Sadly, the LCC administrative systems have been changed so significantly over the past two decades that similar data is most likely to be lost, or not easily accessible. What happened to success rates and enrollment numbers in all LCC history courses once history prerequisites were dropped; moreover, what happened to those numbers once the writing WR121 prerequisite was dropped? That data would be enormously useful to programs and whether or not they would choose to reimplement those steps. LCC's growing interest in student success and retention is most clearly exhibited by the Guided Pathways Program (begun in 2019) and its new First Year Experience Course for new students. Specific data is collected, compiled, and presented each month to the entire campus community.¹⁰ This data-driven initiative is certainly related to the APR initiative and written discipline reports like this.

The current practice for history courses at Linn-Benton is similar to the practice at LCC, but has much clearer and more helpful wording for its students. They write:

(History classes at LBCC can be taken in any order. Lower numbers do not necessarily represent a starting point. No prior coursework in History is required to take this or any other course. All courses have similar expectations regardless of the course number.)

Recommended: College-level reading and writing skills are strongly recommended for success in this course.

⁹ Page 271 of
https://www.chemeketa.edu/media/content-assets/documents/pdf/programs/course-catalogs/catalog_2021_2022.pdf

<http://linnbenton.smartcatalogiq.com/current/Catalog/Courses/HST-History/100/HST-101>

¹⁰ <https://blogs.lanecc.edu/guidedpathways/>

One of the initial implementation steps that history should take will be in using clear, concise language such as this in its sections of the course catalog and class schedule each term.

Question 2c.

How do LCC history course offerings compare to those offered by other community colleges in the region?

In an attempt to make the most recent comparisons of course offerings between community colleges, the following data comes from two sources. The longer list of history courses is reflective of those listed in the institution's course catalog. The shorter list comes from the more immediate and "true" offerings that took place during this past winter 2022 term. Please note that there may have been significant differences had the term-based data been chosen from terms prior to the statewide decline in enrollment that has affected most community colleges in Oregon since the start of the pandemic. Still, the diversity of offerings between institutions is significant and offer some insights for potential changes at Lane Community College.

Knowing the history course situation at LCC in greater detail, a reduction can and should be made in the interest of accuracy and comparison. The following table is the current catalog entry for LCC.

Lane CC	• HST 101 - WCiv: Ancient Mediterranean • HST 102 - WCiv: Making of Modern Europe • HST 103 - WCiv: Europe and the World • HST 104 - World History • HST 105 - World History • HST 106 - World History • HST 195 - History of the Vietnam War • HST 201 - History of the United States • HST 202 - History of the United States • HST 203 - History of the United States • HST 208 - US History Since 1945 • HST 209 - American History: The Civil War • HST 266 - US Women's History
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Here is the shorter list of actual courses that will exist after the catalog is purged or inactive courses.

Lane CC	• HST 101 - WCiv: Ancient Mediterranean • HST 102 - WCiv: Making of Modern Europe • HST 103 - WCiv: Europe and the World • HST 104 - World History • HST 105 - World History • HST 106 - World History • HST 201 - History of the United States • HST 202 - History of the United States • HST 203 - History of the United States • HST 266 - US Women's History
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Perhaps there will be similar “dated” courses listed in the course catalogs of the other community colleges.

Lane CC 10 courses	• HST 101 - WCiv: Ancient Mediterranean • HST 102 - WCiv: Making of Modern Europe • HST 103 - WCiv: Europe and the World • HST 104 - World History • HST 105 - World History • HST 106 - World History • HST 201 - History of the United States • HST 202 - History of the United States • HST 203 - History of the United States • HST 266 - US Women's History
Linn-Benton CC 10 courses	• HST 101 History of Western Civ: Ancient World to 1000 AD • HST 102 History of Western Civ: 1000 to 1789 • HST 103 History of Western Civ: 1789 to the Present • HST 157 Hist of Middle East & Africa • HST 158 History of Latin America • HST 159 History of Asia • HST 201 US History: Origins to 1820 • HST 202 US History: 1820-1920 • HST 203 US History: 1920- the Present • HST 280 CWE HISTORY
Chemeketa CC 13 courses	• HST104 World Civilization: 3500 • HST105 World Civilization: 1450 C.E. to 1870 • HST106 World Civilization: 1870 to the Present • HST157 Middle East and North Africa • HST201 United States: to 1840 • HST202 United States: 1840 to 1900 • HST203 United States: 1900 to Present • HST228 History of Modern Europe • HST237 America in the Sixties • HST257 Native American • HST258 African American • HST262 Women in U.S. • HST269 Pacific Northwest
Portland CC 19 courses	• HST 100 Introduction to History • HST 101 West Civ: Ancnt to Mdl • HST 102 West Civ: Medieval to Modern • HST 103 Western Civ: Modern Europe • HST 104 History of the Middle East • HST 105 History of India & South Asia • HST 106 History of China • HST 199W World History: Early Modern • HST 201 History of the US to 1840 • HST 202 History of the US 1840-1914 • HST 203 History of US 1914 to Present • HST 204 US Women: Pre-colonial to 1877 • HST 240 Oregon History • HST 244 Introduction to Viking History • HST 250 African American Hist to 1877 • HST 251 African Amer Hist since 1877 • HST 270 History of Mexico • HST 277 History of the Oregon Trail • HST 285 The Holocaust

The inclusion of Portland Community College was simply to illustrate the larger number of specialty courses which can be offered to a larger population of students. But the more natural comparison of community colleges in the state of Oregon usually involves LCC, Chemeketa, and Linn-Benton, both in size, similarity of offerings, and numbers of students.

All institutions' United States history offerings are in alignment with one another. Also, as noted in Question 1b above, the HST201-3 courses at these institutions are also designated as satisfying the cultural literacy requirement for the AAOT.

More significant issues arise regarding the Western Civilization and World History courses. For instance, Chemeketa does not offer the HST101-3 sequence at all, probably having been replaced by World History. The remaining colleges offer a chronologically based Western Civilization sequence of courses.

One significant issue that will negatively affect students and the transfer of their credits will be how the World History sequence of courses are being offered. Both Chemeketa and Lane offer a chronologically based sequence of classes, whereas Linn-Benton and Portland have organized their courses along geographic lines. Moreover, not only do the course numbers between Linn-Benton and Portland differ, even the areas of study include some important differences and discrepancies.

World History at Linn-Benton	World History at Portland
• HST 157 Hist of Middle East & Africa • HST 158 History of Latin America • HST 159 History of Asia	• HST 104 History of the Middle East • HST 105 History of India & South Asia • HST 106 History of China

Beyond the scope of this report, the history discipline in Oregon and its faculty have some organizational work to complete at the state level

Note: According to one list of Oregon Community Colleges, listed by student populations, from largest to smallest, Clackamas would normally be considered for purposes of comparison.¹¹

¹¹ https://www.communitycollegereview.com/college-size-stats/oregon#google_vignette
As of April, 2020

Community College	Number of students
Portland	60,037
Chemeketa	9,347
Lane	8,861
Clackamas	6,270
Linn-Benton	5,533

Besides the Western Civilization and United States history three term survey courses, Clackamas also has the following:

- HST-130 Oddballs and Outcasts in Western Civilization
- HST-131 History of Crime & Punishment in Western Civilization
- HST-132 History of Language and the Written Word in Western Civilization
- HST-136 History of Popular Culture, Entertainment & Sports in Western Civilization
- HST-137 History of Science, Medicine, & Technology in Western Civilization
- HST-138 History of Love, Marriage and the Family In Western Civilization

Each class includes the note “Not Offered Every Year”, and none are listed in the transfer portal to any university except as general education credits. While these specific topics are incorporated in LCC’s Western Civilization course offerings, as independent “specialty” courses, they may be driven by faculty areas of interest. While appropriate for a four year college, this is not a model to be followed at LCC.

The following table lists the courses offered at each institution in Winter Term 2022. One section of each course, unless otherwise noted.

Lane	Linn Benton	Chemeketa
Traditional Classroom, Face to Face Sections		
HST104 HST105 HST202	HST101 HST159 Asia HST203	(2) HST105 HST202
Online, Distance, or Zoom-based Sections		
HST101 HST102 HST105 HST201	HST102 HST201 HST202	HST104 (2) HST105 (2) HST201 HST203 HST269 Pacific NW
7 courses	6 courses	10 courses

As stated before, with such a small sampling size, no doubt affected by the overall decline in enrollments, the data supports the following generalizations:

- that distance learning sections outnumber face to face sections
- the survey course offerings outnumber the speciality courses
- that the sheer number of sections pales in comparison to the number offered just two years ago.

Question 2d.

Should Lane offer an introductory course in historiography?

The question of whether or not LCC should offer an introductory course in historiography is included in this APR report because the division dean made the inquiry. Since Lane has been shedding specialty history courses from the catalog other than the three survey courses in World, Western Civilization, and United States history, this question was a curiosity. It may have something to do with the future of teacher credentialing in the state of Oregon, since this was a recent topic we had been discussing. For example, elementary education majors at Chemeketa Community College are required to take U.S. History courses.

Associate of Arts/Oregon Transfer Degree in Elementary Education (AAOT-ED)
Page 58 of the College Catalog

https://www.chemeketa.edu/media/content-assets/documents/pdf/programs/course-catalogs/catalog_2021_2022.pdf

I wholeheartedly support Chemeketa's requirement. The history of our own nation should certainly be considered a minimum foundation of knowledge that all public school teachers should have.

I have made some initial inquiries on the Chemeketa, Linn Benton, and Portland Community College websites. Of the three, only Portland Community College lists an Introduction to History HST 100 course in their current catalog. Whether or not we create a new, similar course at LCC can be considered in a future implementation plan.

PRC Question 3

3. Does History have sufficient resources to meet current and future student needs?
 - a. What are the current staffing needs in the discipline?
 - b. What are the current and projected student needs in the discipline, such as initial outreach to attend Lane, encouraging enrollment in courses in the discipline, and receiving help/tutoring/advising services.
 - c. What is the nature of the relationship between overall enrollments and the diversity and availability of course offerings?

Question 3a.

What are the current staffing needs in the discipline?

The History program is housed within the Social Science Division. There are currently four active faculty--a single full-time lead instructor and three part-time instructors. All administrative support for the program is provided by an administrative coordinator and an administrative specialist, both of whom provide support for the entire division, consisting of thirteen programs and disciplines. The Division Dean manages the scheduling of classes and hiring of instructors for the history discipline. It should be pointed out that the discipline has not added a single part-time instructor for the past 19 years, due in large part to the part-time faculty seniority system implemented at LCC many years ago.

Before January of 2017, the history department employed three full time faculty members. With two retirements in January and July of 2017, only one full time faculty member has been employed over the last five years.

All history faculty are well-qualified to teach in the generalized areas of United States History, Western Civilization, and World History. Currently, the position requires a master's degree in history, at minimum, in order to teach in the discipline. This is also the requirement for local area high school teachers who want to offer College Now courses in history to their high school students in grades 9-12.

A number of times over the last five years, history has been encouraged to participate in administrative-led processes to approve new full-time hires. During that time, approvals have been granted to other disciplines. Political science, economics, and geography did not have any full-time faculty members, so their requests were deemed more urgent and hires have taken place for each of those disciplines. Anthropology and psychology, which already had full-time faculty (one and two), were approved to hire additional

faculty, one in anthropology and two in psychology. This was based on healthy student demand and a larger number of sections. At this time, history ranks 4th¹² in the department in a number of areas, from tuition dollars generated to number of students served, after psychology, anthropology, and sociology. Whether or not the numbers of students will rebound once campus opens remains to be seen. Until that time, it is unlikely that history will be approved to hire another full-time faculty member.

This situation has the obvious effect of relying on a single faculty member to complete a wide range of discipline-specific work, from the completion of this APR report and all followup portions of the cyclical process, to the curriculum approvals and changes, some of which have been noted above. At LCC, part-time faculty are encouraged to participate in some of these activities, when funding is available. (See the AMT Question 5 on Assessment below.)

The most immediate concern for this workload-related situation is the compounding of the problem by the decline in student enrollment. The shrinkage of course offerings each term, often to only single sections, has increased the number of class preparations. All faculty had to adjust to distance learning at the start of the pandemic. As LCC reopens its doors to in-person classes, the demand for the online classes remains. The increase from two to three or sometimes four class preparations each term, including multiple modalities, does have an impact on an instructor's time and ability to consistently improve and innovate their courses.

Question 3b.

What are the current and projected student needs in the discipline, such as initial outreach to attend Lane, encouraging enrollment in courses in the discipline, and receiving help/tutoring/advising services.

The Social Science Department at LCC consists of the following disciplines.

Anthropology	Ethnic Studies	Philosophy/Religion
Criminal Justice	Geography GIS	Political Science
Early Childhood Education	Human Services	Psychology
Economics	History	Sociology
Education	Humanities	Women's Studies

¹² The data comes from the special "History" breakout page of the LCC standard data package (SDP) provided by PIE

<https://inside.lanecc.edu/ir/data-packages-and-reports>

One pragmatic lesson that this deeper “dive” into student data has provided is this. While common practice for counselors, specialized programs, and those in the career technical education (CTE) fields, those faculty in the AAOT disciplines can use the data from the students’ “declared major” and “email address” fields to participate in early outreach to those students. I know of very few faculty colleagues in the Social Science Department, other than the disciplines with a CTE connection, who do this work on a regular basis, but want to acknowledge that Caoimhin O’Fearghail of the Criminal Justice Program, who also served as my APR coach, shared this information with me during our student-data Zoom meetings. It will become one of the first elements that history will begin in the implementation phase of the APR process cycle.

A very large turnover in the number and nature of LCC classified staff since the start of the pandemic has presented both opportunities and challenges. For instance, there was a very large drain on the knowledge and institutional memory of the college when over 400 “1099 time card” staff were laid off in March of 2020. Many existing, campus-based staff were reassigned to distance learning positions such as technical support and online tutoring. Rather quickly, LCC has taken advantage of this relative lack of staffing by hiring numerous full time positions related to the areas of student outreach, guided pathways, assessment, and retention. Existing faculty, in particular, will need to interface with these new employees to help them acclimate and learn how to advise students in the particular and vast array of disciplines housed in the Social Science Department.

Prior to the pandemic, the Social Science Department, through the efforts of a small group of faculty, had created a Social Science Tutoring Center. Department faculty were responsible for forwarding the names of top students in their disciplines who desired to serve as peer tutors. Funding the center was frequently a budgetary challenge, even though the department had been able to repurpose an empty space in the immediate vicinity of the department office and faculty offices. Very recently, the campus-wide tutoring center took over responsibilities for the department tutoring center in a location two floors removed from the social science location. With the pandemic, most student-related services at LCC have been centralized to one degree or another.

From an instructor point of view, one of the most significant losses to student services was the closing of the Instructional Testing Services (ITS) lab. This lab had served departments across the entire campus and had been in operation since before my arrival in 1995. With the help of the IT department, this lab offered LCC students a place to take their computerized exams, while also serving as a space for paper-based tests. By the time it was closed in Spring Term 2020, the lab served the faculty and

students in all of the following departments.¹³ As of April 2022, the lab has not been reopened even though the Board of Education asked the administration to restore services that were in use before the shutdown. The list of negative consequences of this decision is extensive, but in an effort to directly address the “current and projected student needs” part of Question 3b, consider the following. The closure and/or failure to reopen the ITS lab will:

- Result in a dramatic loss of flexibility to students (ITS was open six days a week with extended evening hours) in fulfilling the proctored testing requirements of both their online and traditional courses
- Exacerbate equity concerns since closing the ITS would disproportionately affect students who work multiple jobs, those who have difficulty finding child care, and those who have other circumstances that make "traditional" classes more difficult
- Effectively make the decision for all LCC faculty that all assessments for online courses be “take home” based, where students can actively use ANY resources to look up, rather than having to internalize and synthesize the knowledge presented in their courses
- Cause a dramatic increase in amount of communications between faculty members and students in order to coordinate individualized makeup testing times for many, negatively impacting both students success and faculty member workloads
- Result in more students missing more tests, some of which will never be made up, leading to lower grades and completion rates, and higher dropout rates

To rebuild the college and to have any hope of restoring student enrollment numbers after the pandemic, not only does the LCC campus need to be fully reopened, it must restore the services it has provided to students for the past generation.

¹³ Anthropology, Art, Business, Biology, Chemistry, CIS, Computer Science, Dental Assisting, Dental Hygiene, Economics, Exercise and Movement Science, Film Arts, Nutrition, Geography, GIS, Health, Health Professions, History, Humanities, Math, Nursing, Philosophy, Political Science, Physical Therapy Assistant, Religion, Sociology, Spanish, and Writing.

Question 3c.

What is the nature of the relationship between overall enrollments and the diversity and availability of course offerings?

Most of the students who take history courses are declared as another major or undecided/undeclared award seeking students. Our student body is drawn from a very diverse set of majors - including other social sciences, humanities, arts, STEM sciences, and CTE programs. In addition, a number of the Lane student body is composed of students who are dual enrolled at Lane and other institutions (primarily the University of Oregon).

The breakdown of students who take history courses indicates that we serve the Lane student body as a whole, instead of only a specific group of students seeking to specialize in history. This is not uncommon for disciplines in the Social Science division, as students across the college are required to take Social Science courses for their transfer degrees. Like other Social Science department's courses, history courses contribute to the general education of a wide diversity of students at Lane, particularly those seeking a transfer degree in need of general education credits in the Social Sciences. Compare the following headcount numbers in the tables below. The first represents all LCC students seeking degrees, most likely AAOT transfer students, and the second, how many students enrolled in history courses during those same years.

Enrollment Year	AY19	AY20	AY21	AY22
Lane's Degree-seeking Students	9,793	9,548	8,830	7,302

Enrollment Year	AY19	AY20	AY21	AY22
Enrolled in History	662	695	654	637

A quick percentage breakdown of the academic years is 6.7%, 7.2%, 7.4%, and 8.7%. So, between six to nine percent of students in any given year end up taking a history course. That seems to be an impressive number, given the vast offerings in the Social Science department and the relatively small size of the history discipline at this point in time. As of this writing, the availability of this type of comparison numbers is not provided in the SDP, and, in truth, I am unsure if it offers any insights or value to LCC decisionmakers. Our diverse student body, along with our small number of declared majors, suggests we should organize and administer our program to serve the needs of

the Lane student body as a whole rather than primarily focus narrowly on history majors.

Question 3c specifically addresses enrollments based on the “diversity” of the history course offerings and the “availability” of these offerings. In the response to Question 2c above, the diversity of courses was compared to those of other community colleges. Overall, except for the Portland CC example, the survey course offerings were similar and the specialty course offerings did not reveal extreme differences in quantity or number. The availability question is even more difficult to answer at this point in time. As mentioned above in Question 1a, there was a time when availability existed and students had many choices. They could take the same section of a class at different times and on different days of the week. (eg. 9am, 11am, or 1pm on MWF, at 10am on TuTh, or even at 7pm on Wednesday evenings) When the growth of online class sections meant removing classroom sections from the published schedule of classes, data revealed that classroom sections were more likely to fill if offered between 10am and 3pm. Early morning and evening and weekend class offerings declined between the height of 2009 until the pandemic in 2020. Now, the history discipline is fortunate to offer a single classroom version of a course, and those classroom sections are always the last to fill behind those sections which are online.

The explosion of modalities, caused by a technology-based response to the pandemic, means that LCC courses can now be offered in the following formats,¹⁴ in addition to traditional classroom-based courses:

• Online Asynchronous	• Zoom-based Synchronous
• Online w/In-Person Testing (OT)	• HyFlex (HF)
• Hybrid	• Live Streaming (LS)

Although not unique to history, LCC has an important task ahead in trying to balance or reduce this list both for the sake of maintaining academic integrity and for providing students with clear choices and understanding for how they are spending their tuition dollars.

¹⁴

<https://www.lanec.edu/programs-academics/online-distance-learning/distance-education-course-modalities>

NOTE: LCC is currently implementing a more interactive and customizable data system that end users, such as individual faculty members, will be able to use to access student data more frequently and conveniently than is currently possible. The student-related data used throughout this report was one of the foundational elements of the APR process, especially in the first year. Faculty and staff have always had access to data at LCC through the more formal channels of making requests of the Planning and Institutional Effectiveness Department (formally known as IRAP - Institutional Research and Planning), but those data requests were probably more a function of the department managers and/or specialized programs, rather than of individuals. This new system should be made available sometime within the next year or two and should provide more relevant information specific to the diversity and availability of history course offerings, allowing the discipline to create a schedule of classes that will attract more students to enroll and spend their tuition dollars.

AMT Question 4

4. Is the program's mission appropriate and sufficiently current? How does the program mission/goals align with the mission, vision, values, and goals of the college? How do these elements shape the decision and direction of the program/department?¹⁵

Mission

At present the History Program does not have a statement of its mission. To follow the lead for “early adopter” disciplines in the department, I recognize that it is important to develop a mission statement in order to provide some uniformity for accreditation and to potential students and outside viewers of the LCC website. As the only contracted full-time faculty member writing this report, in a discipline which includes three other part-time instructors, future discussions will have to take place. Creation of this component for the department can be part of the implementation plan for History’s academic program review. The absence of a stated mission should not be taken to indicate the History discipline, and its instructors, are teaching subject matter without an identity or purpose.

Alignment with Lane’s Mission, Vision, and Values

The lack of a mission and vision does not mean the History program does not align with Lane’s mission, vision, and core values. Take one example, LCC’s mission statement, to “provide quality, comprehensive, accessible, inclusive, learning-centered educational opportunities that promote equitable student success.”

In fact, history has a natural affinity with Lane’s core values of learning, diversity, collaboration and partnership, integrity, accessibility and sustainability. Each of these values are currently embedded in the faculty, curricula, and within each history course. There is certainly room for the development and advancement of these values, a goal we seek to implement in the action plan.

¹⁵ [See Appendix for LCC’s Vision, Mission, and Values](#)

AMT Question 5

5. To what degree are assessment efforts integrated into the work of the program?
E.g., how can program outcomes be used to guide program direction/improvements?

A related administrative effort at LCC in addressing program assessment is currently underway. How those efforts will or will not be incorporated, integrated, or fused in this APR initiative is yet to be determined. This APR report and site visitation by the outside evaluator is occurring in the Spring of 2022. In a less than optimal, overlap of timing, the program assessment was also set to begin in Spring 2022. Due to timing and workload issues, another part time history instructor will be heading the new program assessment efforts. That is the shortest answer to this question available at this time.

However, I am certain that the question can be partially answered if applied to the individual faculty, and not program assessment efforts that are essential elements of education in general and the teacher-student relationship in particular.

All history faculty at LCC are bound by the chronologically-base, course description guidelines for each class. They are also required to teach courses in a format assigned and approved by the department dean, whether that be in-person, hybrid, or online courses. Other than that, individual faculty have the right to choose whatever textbook and materials they wish to use, and faculty are solely responsible for setting forth the course requirements, including all educational activities and the grading and scoring of student performance in those tasks.

At one point in time, approximately 15-20 years ago, the history faculty made a concerted effort to save their students money when it came to expenditures for textbooks. Faculty chose to use the same textbook for each of the two survey courses at that time, United States and Western Civilization. This, we believed, would save the students money if they were to take the sequence of courses from different instructors throughout the academic year. This experiment did not last long as students:

- rarely changed instructors
- rarely changed the days and times they took those courses each term
- were not history majors and/or rarely completed the entire sequence

Also, faculty frequently found that different textbooks better served the details and topics that they focused on in their courses, such as having a social, cultural, political, economic, or chronological emphasis.

Still, this short-lived experiment did provide some of the initial elements that might be required for observing and measuring history program assessments.

Regardless of whether the same textbooks are in use, history faculty have always utilized a wide variety of assessments in their individual courses for determining student learning outcomes.

To my knowledge, the only other point in time where the discipline spent any time on overall program assessment was in the specific case of College Now courses. As noted earlier, College Now courses are taught by high school history instructors to their students, after which they receive LCC credit, just as if the students had been taking the courses directly from LCC faculty. After noting that the passing rates and letter grades of those students were much higher than those of LCC students in the same courses, the discipline embarked on an attempt to have all students, both at LCC and in the high schools, complete the same midterm and final exams. This seemed like a reasonable request given the disparities. In order not to recount every nuance of that episode, the experiment ended quickly. The high school faculty member claimed academic freedom, the same as is held by LCC faculty, since, according to the letter of the law, their MA in History was the same credential required of instructors at LCC. In practice, any high school instructor approved for College Now carries the same benefits of being an LCC employee, although they have never gone through an approved hiring process.

Ten years into my career, in 1999, Terry O'Banion wrote *Launching a Learning-Centered College*, which became a tour de force in educational reform. In it, he revealed six principals:¹⁶

1. creates substantive change in individual learners;
2. engages learners in the learning process as full partners who must assume primary responsibility for their own choices;
3. creates and offers as many options for learning as possible;
4. assists learners to form and participate in collaborative learning activities;
5. defines the roles of learning facilitators in response to the needs of the learners;
6. succeeds with its learning facilitators only when improved and expanded learning can be documented for learners.

In my secondary public school credential program, I had been trained to provide principles 1-4 as a matter of course. However, my role as the content and pedagogical expert was not based on the needs of the learners. My job was to help succeed in learning the material required for graduation and seen as a gateway for those who

¹⁶ <https://eric.ed.gov/?id=ED432315>

wanted to go to college. In addition, the replacement of terms teacher, instructor, professor with the term "learning facilitator" seemed ominous to me, even back then, but especially now.¹⁷

2004 was a pivotal year for assessment efforts with the publication of the following:

- *Assessing Student Learning: A Common Sense Guide* by Prof. Linda Suskie
- *Assessment Clear and Simple: A Practical Guide for Institutions, Departments* by Prof. Barbara Walvoord
- *General Education Assessing for Learning: Building a Sustainable Commitment Across the Institution* by Prof. Peggy L. Maki

The main challenge of assessment efforts in higher education were well-stated 18 years ago.¹⁸

Prof. Walvoord addressed what she called the two "cultures" of assessment that exist and sometimes clash on the college campus: the Managerial culture that values "specification of desired outcomes and objectives, use of data, and hierarchical systems" and the "Collegial" culture, "marked by high value on faculty independence and autonomy, as well as suspicion of any systematic procedure ... applied to what they view as the subtle art of teaching" (p. 7).

Having always had students complete course evaluations throughout my career, I am not comfortable and do not desire to set program assessments (of the history discipline) for my colleagues to follow. This is fueled by a belief in the "subtle art of teaching" and the corresponding academic freedom that must come with it, which has also undergone an erosion in recent years, either by institutional efforts or by societal pressures driven by current events and citizens driven by their passions.¹⁹

How do educational leaders drop some assessments, such as statewide tests in Oregon to nationwide measures such as SAT or ACT, and then make the decision to implement them at individual institutions such as LCC?

¹⁷ <https://abc7chicago.com/oregon-substitute-teachers-college-degree-teacher-pay-shortage/11125039/>
A slippery slope begins

¹⁸ <https://assessatcuny.commons.gc.cuny.edu/2020/07/assessment-pioneers-inspire-best-practices-in-community-colleges/>

¹⁹ <https://www.theatlantic.com/magazine/archive/2018/10/james-madison-mob-rule/568351/>
In deference to founder James Madison, who was apparently able to predict the future. Or, did he just understand human nature?

LCC recently explored a way to capture FTE and tuition dollars by implementing “late start” courses. These courses would be 5 week long accelerated courses that would begin at the midway point of the regular 10 week term. Students who had failed to register for classes at the start of the regular term, for any variety of reasons such as missing placement test deadlines to delays in accessing their financial aid, would no longer have to wait almost three months until the start of the next regular term. Now, the administration is moving forward in this direction by offering two, 5 week long accelerated courses, one starting at the beginning of the term and another starting at the midway point. In this scenario, students can earn 8 credits (using history courses as an example) in two 5 week courses, rather than earning those same credits by taking two 10 week courses. While the math and credit accumulation may seem similar and logical, it fails to address what the cramming of a four credit, ten week term's worth of information will mean to student learning and especially the assessments of student performance by the faculty. The course descriptions and learning objectives may promise the same student outcomes, and indeed, a few gifted, dedicated students may be able to complete the work. However, community colleges in general are tasked with serving the educational needs of a more diverse student body, including those who may not be prepared for college-level work or those who are not the typical, full time college students.

This corporate, privatized model of school as a “pay for” service, where the student is the customer and education is the commodity, reminds me of a non-profit university commercial that I recently saw on television. (YouTube link below screenshot)



<https://www.youtube.com/watch?v=KbhkaDW-ACg>

Consider the important differences between formative and summative assessments. When time is lost, both in terms of course duration and time for student reflection, the ability to complete meaningful formative assessments also suffers. What can a midterm exam measure or reveal after just two and a half weeks? How many student papers can be written and evaluated by faculty during five weeks? How can those papers be rewritten and improved? How can tests be gone over for clarity and enlightenment if faculty have half as much time as they normally do to incorporate everything they would have required their students to do in twice the time? Many of the CTE programs might well fit this model of learn and perform, input and output. Some welding students will certainly be able to learn and complete the required skills in less time than a 10 week term, but students in most academic transfer classes cannot achieve this level of mastery of the subject matter as easily.

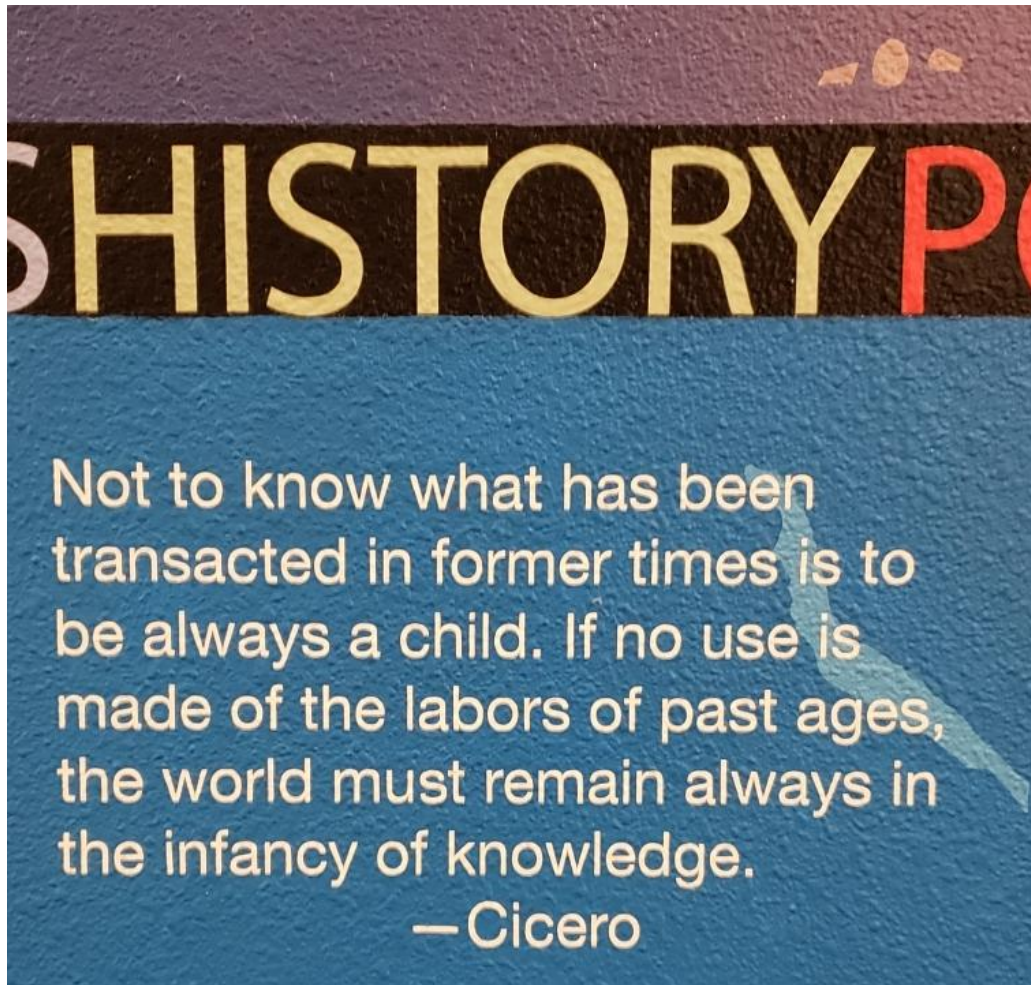
Summative assessment data may be helpful in generating optimistic and upward-trending charts and graphs as proof of success or the improvement that some innovation has accomplished. It is also helpful in trends over time, but be sure to read the fine print. Consider the Guided Pathways initiative, the creation of a First Year Experience class and cohort of students, and the Timely Information Promoting Student Success (TIPPS) charts that they have been recently promoting and sharing with the LCC campus community. While every indicator of student achievement is positive, I appreciate the honesty that the optimistic data experts at Lane have included on their charts when they write:

NOTE: A positive association between Oregon Promise/First Year Experience participation and first year success does not prove causation.²⁰

I'd still like to believe that individual and unique teachers, with direct access to their students in their specific subject matter-based courses, can provide the spark and be the source of inspiration for a lifetime of learning.

²⁰ <https://blogs.lanecc.edu/guidedpathways/>

“Not to know what has been transacted in former times is to be always a child.” Cicero



This is a photo of the 4th floor of the Center Building, just outside of the Social Science Department Office. Art students completed this “public art” project in 2012 by incorporating discipline-specific quotes into their wall designs.

Appendix

College Vision, Mission, and Values

Lane Community College - Vision, Mission, and Values		
Vision		Transforming lives through learning.
Mission		Lane is the Community's college. We provide quality, comprehensive, accessible, inclusive, learning-centered educational opportunities that promote equitable student success.
Values	Learning	• Working together to create a learning-centered environment • Recognizing and respecting the unique needs and potential of each learner • Fostering a culture of achievement in a caring community
	Diversity	• Welcoming, valuing and promoting diversity among staff, students and our community • Cultivating a respectful, inclusive, and accessible working and learning environment • Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community • Developing capacity to understand issues of difference, power, and privilege
	Innovation	• Supporting creativity, experimentation, and institutional transformation • Responding to environmental, technological, and demographic changes • Anticipating and responding to internal and external challenges in a timely manner • Acting courageously, deliberately, and systematically in relation to change
	Collaboration and Partnership	• Promoting meaningful participation in governance • Encouraging and expanding partnerships with organizations and groups in our community
	Integrity	• Fostering an environment of respect, fairness, honesty, and openness • Promoting responsible stewardship of resources and public trust

Lane Community College - Vision, Mission, and Values		
	Accessibility	• Strategically growing learning opportunities • Minimizing financial, geographical, environmental, social, linguistic, and cultural barriers to learning
	Sustainability	• Integrating practices that support and improve the health of systems that sustain life • Providing an interdisciplinary learning environment that builds understanding of sustainable ecological, social, and economic systems, concern for environmental justice, and the competence to act on such knowledge • Equipping and encouraging all students and staff to participate actively in building a socially diverse, just, and sustainable society, while cultivating connections to local, regional, and global communities