



History Program Review

2017-18

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Chemeketa Community College
History Program Review 2017-18

SECTION ONE
Program Overview and Purpose

Historical study and inquiry have been important facets of civilizations since ancient Greece. Herodotus published *the Histories* in 425 BCE, and it was an account of the Greco-Persian Wars. What made his work important is that it was the first well-ordered and exhaustive approach to writing about the past, and the causes and effects of events.¹ At Chemeketa Community College, the purpose of the History discipline is to provide students with the knowledge and skills to identify the causes and effects of historical events and trends, describe how the present has been shaped by the past, use specific evidence to make an historical argument, and understand the major political social, economic, cultural, and intellectual transformations in human history. History comes from the Greek word *historie*, which means inquiry; the History discipline at Chemeketa seeks to create inquisitive students who will be able to apply the knowledge and skills they develop in our courses to their future studies and everyday lives.

Chemeketa does not have a history certificate or degree, but the college does offer a wide variety of courses to help prepare students for upper-level historical study. What's more, Chemeketa history courses provide the social science credits needed to earn the Associate of Arts Transfer Degree, Associates of Science Transfer Degree in Business, Associate of Science Transfer Degree in Computer Science, Associate of Science, and Associates of General Studies. Consequently, roughly 1,356 students during the 2016-17 academic year who came through Chemeketa's doors took one or more of our history courses, and we focus our offerings to reflect the need for transferability. The bulk of Chemeketa's history courses are survey courses focusing on world and U.S. history. Our 100 level History of World Civilizations series explores the human cultural, social, economic, intellectual, and political development of world civilizations from 3500 BCE to present. Our 200 level History of the United States survey series explores the cultural, economic, social, and political developments of the United States pre-Columbus to the present. In addition to survey courses, Chemeketa offers multiple specialty courses at the 100 and 200 level including: Pacific Northwest History, Women in the U.S. History, African American History, History of Latin America, Protest America in the Sixties, and History of the Middle East and North Africa.

The skills imparted by historical inquiry at Chemeketa are sought after by employers and offer students a host of opportunities. Chemeketa's history courses prepare students for a major in history, general upper-level university studies, as well as a multitude of professional careers. According to the American Historical Association, prospective careers for students who pursue an undergraduate degree in history include teaching, working as a researcher for a museum and historical society, or working as a writer, editor, producer of multimedia, archivist, contract

¹ "Herodotus," History.com, last modified 2010, accessed November 12, 2017, <https://www.history.com/topics/ancient-history/herodotus>.

historian, or corporate historian.² Students who complete history courses at Chemeketa have the opportunity to develop writing and analytical skills, engage in debate, work collaboratively, be exposed to various historical interpretation, improve reading skills, and develop basic research skills.

How does your program’s purpose align with the college mission and core themes?

The History discipline aligns with the college mission and core themes in multiple ways. Firstly, the History discipline offers a variety of lower division transfer courses that matriculate to colleges and universities throughout the state and nation. Students gain the opportunity to learn, explore, and succeed by taking courses that focus on various aspects of U.S., World, Women’s, Native American, Latin American, African American, Middle East, Pacific Northwest, and European histories. Secondly, history courses at Chemeketa give students the opportunity to learn, explore, and succeed by studying various historical interpretations, debates, and methods of historical inquiry.

College Mission Statement	Program Purpose and Approach
Chemeketa offers <u>opportunities</u> for students to explore, learn, and succeed	- Chemeketa history courses provide students the opportunity to explore varied methods and approaches to history. - History students get the opportunity to learn about multiple themes, issues, ideas, and cultures that prepare them to succeed in a complex world.
Through quality <u>educational experiences and workforce training</u>	- Chemeketa’s History discipline offers quality educational experiences by exposing students to coursework on multiple platforms: face-to-face, online, and hybrid formats. - The History discipline aligns its courses and curriculum to matriculate into most colleges and universities. All members of the History faculty have the required professional credentials, and they continually review and revise their courses.

² “Careers for History Majors,” American Historical Association, accessed November 11, 2017, <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>.

Core Themes	
· Academic Quality Quality programs, instruction, and support services are provided to students.	• The History discipline offers quality courses that use various modalities of instruction. • The courses expose students to multiple historical perspectives, issues, themes, and ideas. • Instruction features a variety of teaching methods including lecture, group discussion, and individual work. • Instruction in history courses engages students in critical thinking, reflection, and exposure to historical content.
· Access A broad range of educational opportunities and workforce training are provided to students in pursuit of their goals	• Since Chemeketa is an open enrollment institution, all residents have access to our college. • The History discipline provides access to a broad range of courses to help students attain their educational goals. All of our courses meet the social science requirement for various degrees at the college. • Currently history courses are open to all, with no prerequisites. However at the time of this program review our courses will be included in the college-wide Writing 90 prerequisite system starting fall 2019.
· Community Collaborations Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups	• Chemeketa's full-time History faculty collaborate with a host of organizations and groups to provide instruction, training, and workforce development. Our full-time faculty assist the African American Youth Leadership Conference held annually in two regions of the state, they are liaisons for the Community College Humanities Association, and they sit on boards of statewide education organizations. • Members of the History faculty work

	collaboratively Chemeketa colleagues through membership and support of college-wide committees.
· Student Success Students progress and complete their educational goals.	● The History discipline supports student success in a host of ways. We recommend the use of the college Writing and Tutoring centers. Moreover, some of our faculty work at the Writing Center assisting students. Our faculty encourage students to use office hours and we keep electronic gradebooks that are updated regularly. Furthermore, we communicate with struggling students throughout the term in person as well as by email, and return graded work in a timely fashion. Our faculty members provide grade reports and alerts at weeks 3 and 5 in the college's Early Alert pilot program. Some History faculty use their own systems of Early Alert to contact and notify struggling students at three-week intervals.

SECTION TWO

Program Profile

History Discipline at Chemeketa

The History discipline is part of Chemeketa's Social Science program, along with the disciplines of Psychology, Political Science, Sociology, Anthropology, Geography, and Economics, as well as Women's Studies and Latino Studies. (The latter two disciplines do not have full-time faculty.) The program meets as a group at least twice during the year, in the fall and the spring, to plan as a program. Otherwise the disciplines plan individually. A history of Chemeketa's History discipline appears in Appendix A.

Degrees or certificates offered

The History discipline does not offer any degrees or certificates in history. However many degrees and certificates require students to complete social science credits, and history courses meet those requirements.

Application process/prerequisites (if applicable)

Since there is no official History program or terminal degree at Chemeketa, we do not have an application process. In 2013-14 the Social Science program discussed adopting prerequisites for all its courses. However after the program-level discussion, only two disciplines within Social Science--History and Psychology--adopted prerequisites. The History discipline required that students enrolling in all history courses had to place into Reading 115 or successfully complete (C or better) or be concurrently enrolled in Reading 90. Nonetheless, after reviewing the data on enrollment, the History discipline decided in 2017 to end prerequisites. We arrived at this decision because there was no clear college-wide approach to prerequisites, enrollment declined, and other disciplines within Social Science did not adopt prerequisites. In addition, an Academic Standards subcommittee was examining whether to adopt college wide prerequisites for all college level courses at that time. The History discipline is awaiting the outcome of that committee's work. Although we broadly support the implementation of prerequisites, we are awaiting policy and procedural guidance from the college

Brief summary of courses-how the program is structure

The History discipline is structured to provide students with course offerings that allow them to earn credits for a terminal associate degree, or to transfer credits to a four-year college or university. We offer survey and specialty courses that provide transferability and historical skills, methods, and knowledge of U.S. and World Civilizations' history. Our U.S. survey classes consists of three courses, HST 201, 202, and 203. Additionally, there are three History of World Civilizations survey courses. They are numbered HST 104, 105, and 106. The two survey courses with the highest enrollment are HST 201, and HST 104; therefore we collect and analyze outcomes assessments data for those two courses.

In addition to the survey courses, we offer more specialized courses for those students who may want to major in history or take the course as an elective. Our specialty courses include HST 269 Pacific Northwest, HST 262 Women in U.S. History, HST 257 Native American History, HST 258 African American History, HST 270 History of Latin America, HST 228 History of

Modern Europe, HST 237 Protest: America in the Sixties, and HST 157 Middle East and North Africa.

HST 104 History of World Civilizations • 4 credits • Surveys human cultural, social, economic, intellectual, and political development of world civilizations from 3500 BCE to 1450 CE.	HST 105 History of World Civilizations • 4 credits • Surveys human cultural, social, economic, intellectual, and political development of world's civilizations from 1450 CE to 1870.
HST 106 History of World Civilizations • 4 credits • Surveys human cultural, social, economic, and political development of world civilizations. Covers 1870 to the present.	HST 157 Middle East and North Africa • 4 credits • Surveys human cultural, social, economic, and political developments in the Middle East and North Africa.
HST 201 History of the United States • 4 credits • Explores the cultural, economic, social, and political developments of the United States to 1840.	HST 202 History of the United States • 4 credits • Explores the cultural, economic, social, and political developments of the United States 1840-1900.
HST 203 History of the United States • 4 credits • Explores the cultural, economic, social, and political developments of the United States 1900-present.	HST 228 History of Modern Europe • 4 credits • Introduces the history and culture of Europe from 1900 to the present. Analyzes the impact of war and revolution, the end of colonialism and the decline of European empires, and the search for European unification.
HST 237 Protest: America in the Sixties • 4 credits	HST 257 Native American History • 4 credits

• Presents an overview of American/U.S. history during the turbulent years of the Sixties. Covers a broad range of themes and ideas that occurred during the Sixties.	• Studies the history of native peoples in the United States, from prehistory to the present. Examines how Native American societies have adapted over time to a constantly changing world. Emphasizes the relationship between European Americans and Native Americans after 1492.
HST 258 African American History • 4 credits • Recounts and explains experiences which lie at the heart of America's struggle to deal with its racial composition. Examines historical forces which denied African Americans the opportunity to secure meaningful first-class citizenship. Focuses on the political and social lives of African Americans. Additionally, examines the decisions and social institutions that determined public policy regarding Americans of African descent.	HST 262 Women in U.S. History • 4 credits • Studies the transformation of the role of women in American society.
HST 269 Pacific Northwest History • 4 credits • Examines the diverse history of the Pacific Northwest. Discusses political, economic, social, and cultural transformations in the region, placed in a national and international context.	HST 270 History of Latin America • 4 credits • Surveys Latin American history, encompassing the political theory, class structure and economic organization, culture, and religion from pre-Columbian times to the present.

Every three years course outlines are reviewed and updated. Major revisions of course outlines occur when a significant change in curriculum occurs, or when we review textbooks, student learning outcomes, or prerequisites. These decisions are discussed collaboratively amongst full-time faculty.

Brief summary of teaching approach/methodologies

The teaching approaches/methodologies of the History discipline are multifaceted. History faculty keep up to date with current historiographical debates and trends by attending professional conferences and conducting research into the ongoing controversies within the field. Some of these controversies include a debate about a curricular approach centered on Western Civilization or on World Civilization, which offers a broader global perspective. Chemeketa's History faculty prefer the global perspective, which is why we offer History of World Civilizations as part of our core survey courses. Other debates include what a student should be able to understand and do after completing a degree in history. The American Historical Association began the Tuning Project in 2011, which "aims to equip students with clarity about the skills, understanding, and knowledge they will acquire in a given degree program."³ This project is a collaboration between historians at two- and four-year colleges and universities with the intent to "tune" the core competencies and outcomes of the history discipline. (See Appendix B.) The objective is not to create universal standards in history curricula, but to allow commonalities to be explored. Our full-time faculty are interested in the work of the AHA and in incorporating some of these core competencies and learning outcomes into our courses. See further discussion of this project in Section Five.

At Chemeketa, the History faculty offer multiple modalities in our teaching approaches and methodologies. History courses at Chemeketa are offered in the traditional classroom and online formats. Although history is a content heavy discipline, we do not rely solely on lectures to deliver content. Instead we combine lectures with small and large group discussions, videos, presentations, formal essays and small writing assignments, and quizzes and exams to meet course and program-level student learning outcomes.

Summary of enrollment, demographic, progression and completion patterns over the last five years

Similar to the college at large, enrollment trends for history courses over the past five years has been on a decline. (See details in Appendix C.) There are numerous reasons for this, but an improved economy and tighter financial aid rules have had an impact. In the 2012-13 academic year, Chemeketa had a total enrollment of 123,851 and in 2016-17 academic year it declined to 93,217, or 24%. Total Full Time Equivalency (FTE) for the college for the 2012-13 academic year was 10,744 and it declined to 8,410 in the 2016-17 academic year, which represents a 21% decrease. Enrollment in history courses at Chemeketa declined from 3,145 in 2012-13 to 1,996 in 2016-17, or 36%. The total FTE for history courses was 270.1 in 2012-13 and 172.16 in 2016-17, or a 35% decrease. History courses at Chemeketa have experienced a larger decline than the college as a whole. The reasons for this larger rate of decline are unclear. However, from 2013-2016 history courses required a prerequisite and only one other discipline in Social Science required one during that time period.

The method that the college uses to track completion is by the number of students scoring a C or better in a course. The five-year trend for history courses tracks higher than the college wide data for completion with a C or higher. In the 2012-13 academic year, 78% of students enrolled in all credit courses earned a C or better. By the 2016-17 academic year that number had

³ "Tuning Project," American Historical Association, accessed November 11, 2017, <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/about-tuning>.

increased to 81%. In 2012, 78% of students enrolled in history courses at Chemeketa earned a C or better, and that number reached 86% in 2016. The increase in success of a C or better occurred during the years that the discipline introduced prerequisites. However it is unclear if there is a relationship between prerequisites and scores of a C or better. Also classroom fill rates have decreased along with enrollment, so class sizes are smaller which can increase student instructor interaction and have a positive impact on student performance.

A more focused look at a cohort of students that took their first history course and earned a “C” or better in the 2013-14 academic years offer additional data sets. When looking at persistence within this cohort of 438 students, 128 (29.2%) took an additional history course over the next three years. What’s more, the graduation rate for a cohort of 410 degree seeking students from 2013-17, taking their first history course in 2013-14 and earning a “C,” was 45.9%. Forty-eight percent of those students who enrolled in more than one history course graduated. However, these graduation rates only include degree-seeking students and many do not declare their majors.

A look at the declared majors for the cohort of 410 students from 2013-14 that were degree-seeking students, taking their first history course in 2013-14 and earning a “C” or better, is revealing. It shows that 171 students declared lower division-Oregon Transfer as their major. The next three highest are 62 Associate of Arts Transfer, 38 General Studies, 37 Lower Division Studies-AGS, and 13 business. Thus for this cohort, the history discipline was primarily accessed by lower-division transfer students. (See details of this data in Appendix D.).⁴

Demographic trends in student population have been changing at Chemeketa. In the 2012-13 academic year at Chemeketa, 19.3% of students identified as Hispanic, and by 2016-17 that number increased to 26.7%. Hispanic is Chemeketa’s largest ethnic minority group. Accordingly, the History discipline has witnessed an increase in the percentage of Hispanic students taking history courses. The percentage of students that identified as Hispanic and took a history course in 2012 was 15.6%; that number increased to 19.3% in 2016. In addition to serving increased numbers of Hispanic students, the college wide five-year trend shows an increased percentage of first-time freshman and a decrease in the age of the Chemeketa student. First-time freshman were 45.4% of students in 2012-13, and in 2016-17 they made up 48.3% of those students taking courses at the college. Furthermore the average age of the students decreased from 24.2 in 2012-13 to 22 in 2016-17. While history courses experienced a one percent increase in overall percentage of first-time freshmen students over the last five years, to 46.1%, they also saw a drop in average age from 24 years old in 2012-13 to 21.9 years old in 2016-17. The shift to younger students may be explained by an improved economy and the Chemeketa Scholars Program. An improving economy means fewer people are returning to school and the Scholars Program attracts more high school seniors to Chemeketa. Gender distribution in history courses differs from the five-year college trend. The percentage of students who identified as female in 2012-13 was 55.9% college wide. That number decreased to 54.7% in 2016-17. In contrast, the percentage of students that identified as female who took a history course at Chemeketa in 2012-13 was 48% and by 2016-17 it reached 49%.⁵

⁴ All Chemeketa specific data was gathered from Institutional Research at Chemeketa Community College.

⁵ All Chemeketa specific data was gathered from Institutional Research at Chemeketa Community College.

Job placement data

Chemeketa does not track or capture job placement data.

Budget description-summary

The budget for the History discipline is part of the overall Social Science program budget. Included in the budget are costs for full-time and part-time faculty, professional development, and materials and supplies.

Faculty/staff

Currently there are three full-time and three part-time faculty members. All full-time and part-time faculty have completed Difference, Power, and Responsibility (DPR) training.

Name	Degree	Degree area of focus
Traci Hodgson	PhD History	Women's History, History of the Early Republic and Pacific Northwest History.
Michael Balyo	MA History	History of the Middle East and North Africa.
Taylor A. Marrow III	MA History	African American History, US Race Relations and 20th Century US History

Facilities (e.g., where is the program housed?) and other resources. (e.g., labs, simulation facilities, community resources etc.)

There are no specific facilities designated to house the History discipline. Members of the full-time faculty have their offices in Building 1 with other Social Science faculty members.

Marketing (e.g. college website/catalog description/marketing activities)

The Chemeketa website has a page dedicated to the History discipline, although it calls us a program. The page on the website states, “Chemeketa offers a variety of history courses that can prepare you for upper-level historical study at another school and count towards some degrees and certificates at Chemeketa.”

Additionally, the page on the website has section that includes career options and ideas for those wishing to continue their study in history. Some of the ideas listed include employment as a K-12 teacher, community college infrastructure, editor, and museum educator.

The 2017/18 Chemeketa catalog description states, “Chemeketa offers a number of history courses. Some of these courses can be used to fulfill the Social Science requirements of the Associates of Art/Oregon Transfer degree and the Associates of Science Transfer degrees in Business and Computer Science.” Additionally it lists the Oregon universities that offer a

bachelor of arts and/or science degrees in history. Other than the marketing in the catalog and on the website, there are no official History discipline marketing activities.

Collaborations (other college programs/services/other institutions/high schools)

Members of the full-time history faculty work collaboratively with many people, services, and programs.

Full-time faculty member Traci Hodgson collaborates with Chemeketa's High School programs by working as the College Credit Now Coordinator. Additionally she works with the Oregon Education Association on the Dual Credit Task Force. Furthermore she regularly grades AP U.S. History exams, which puts her in professional conversations with college and high school educators from around the country. Traci is an evaluator of online courses through Quality Matters that allows her to interact with college online educators around the nation, and she regularly testifies on behalf of community college educators and staff in front of the Higher Education Coordinating Committee.

Instructor Taylor Marrow has worked with Linda Ringo-Reyna, the head of the Multicultural Center, on a number of events. He has Emceed for the annual Martin Luther King Jr. celebration, and presented in the Multicultural Center Brown Bag Series. Additionally, Taylor was faculty adviser to the Black Student Union and the Students for a Sensible Drug Policy clubs. Taylor works with the African American Youth Leadership Conference as a planning member and presenter at the annual conference for junior high school and high school students. This conference brings students of color from Lane, Linn, Benton, Lincoln, and Marion counties together for a day of leadership work sessions. Each year the conference rotates between several universities and community colleges including Chemeketa, Oregon State University, the University of Oregon, Western Oregon University, and Linfield University. The annual conference is sponsored by Hewlett Packard and other community business partners.

Full-time faculty member Mike Balyo, works with the Regional Community College Humanities Association as the Liaison for Chemeketa Community College, serves as a member of the Chemeketa Classroom Advisory Committee, and member of the Editorial Board for *Willamette Valley Voices*, a publication of the Willamette Heritage Center in Salem, Oregon.

SECTION THREE

Environmental Scan and Context

Environmental trends

The major trends confronting the History discipline include declining enrollment, an increased statewide focus on completion, and a national movement towards Guided Pathways. With an ever-improving economy, enrollments at the college have declined significantly as noted in Section Two. Furthermore, the national emphasis on Science, Math, Engineering, and Technology (STEM) fields and state initiatives to offer college classes in high schools impact enrollments in the History discipline. Since completion of a history course is not required by any of the degrees or certificates at Chemeketa, it leaves our discipline competing with other Social Science program disciplines for enrollment numbers.

Nationally the data suggests that declining enrollments in history courses at Chemeketa is not an isolated challenge. A recent article written by Robert B. Townsend and published in *Newsmagazine of the American Historical Association: Perspectives on History* highlighted the trend of declining enrollments in history majors. The article published in September of 2017 entitled “Decline in History Majors Continues, Departments Respond” provides data on the subject. According to the article, there was a decline of 10.1% in the number of people receiving a bachelor's degree in history from 2014 to 2015. Since 2012, the decline nationally is 20.1%.⁶ The article noted that the “market share” of bachelor's degrees awarded in history decreased from 2.3 % nationally in 2003 to 1.6 % in 2015.⁷ These numbers indicate that Chemeketa’s history discipline is not alone in facing declining enrollments. What’s more, the trend suggests that full-time faculty at Chemeketa need a focused approach to help recruit new students to our classes.

Oregon is focused on degree attainment as a measure of college success. This push for degree attainment was initiated in 2011 by Senate Bill 253, and it set a goal of 40 percent of Oregonians having an associate's degree or certificate in a skilled occupation by 2025. Since completion of a history course is not required for an associates degree or certificate program at Chemeketa, it places our courses in competition with other social sciences for degree-required social science credits, as well as with other disciplines for elective credits. Additionally the movement towards degree completion opened the door to a new model called Guided Pathways.

Guided Pathways is a national model that promotes clear, efficient methods for students to earn a degree. As noted by the Community College Research Center at Columbia University, “College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on plan.”⁸ This

⁶ Robert B. Townsend, “Decline in History Majors Continues, Departments Respond,” *Newsmagazine of the American Historical Association: Perspectives on History* (September 2017): accessed October 12, 2017, <https://www.historians.org/publications-and-directories/perspectives-on-history/september-2017/decline-in-history-majors-continues-departments-respond>.

⁷ Ibid.

⁸ Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins, “What We Know about Guided Pathways,” *Community College Research Center, Teachers College, Columbia University* (March 2015): accessed October 20, 2017, <https://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>.

national movement influenced the state of Oregon to develop Guided Pathways for students at community colleges and universities. The biggest issue confronting Oregon in developing these pathways is that there is no unified community college or university system. This means that classes matriculate differently at the various state universities and community colleges.

In response to this issue, the Higher Education Coordinating Committee (HECC) is working to approve a series of discipline courses that will matriculate into all Oregon universities and colleges. The motivation for this statewide initiative was the passage of House Bill 2998 in June of 2017. According to the Oregon State Legislature webpage, the bill “requires all community colleges and public universities to establish foundational curriculum or foundational curricula for first year of coursework at public post-secondary institutions of education and established requirements for foundational curricula.”⁹ The problem with this approach is the committee plans to approve a few discipline courses every year, and consequently if history is not in the first round of selected discipline courses, this may affect enrollments. Moreover, since there is no list of history courses that the state wants to use as part of this process, our discipline lacks any ability to anticipate what we schedule to meet the needs of our students. There is also the potential that the movement towards Guided Pathways, associated focus areas or “meta majors,” and the implementations of HB 2998 will limit the number of specialty courses that we offer at Chemeketa. However, specialty courses are a strategy that colleges and universities use to engage students in the study of history. According to the article “Decline in History Majors,” one response to lower history enrollments at UCLA was to offer new specialty survey courses in subjects like “neoliberalism and the Holocaust” to draw more students into history courses.¹⁰ In contrast, the History faculty and Social Science program’s dean at Chemeketa are looking to expand traditional survey courses in U.S. and World Civilizations. Without a doubt traditional survey courses are important, but our faculty support the innovation and potential attraction of specialized history courses.

Student trends

The student trends reflect Chemeketa’s changing demographics. As noted in Section Two, the college as a whole is attracting larger numbers of younger first-time freshman students, more Hispanics, and more male students. Similarly the numbers of first-time freshman students and Hispanics have increased in history courses. Nonetheless the number of males taking history courses at Chemeketa has declined. Nationally the data on who earns a history degree may have an impact on future enrollment trends. Most history degrees are conferred in the US to students who attend a private liberal arts colleges.¹¹ What’s more, there are fewer women and traditionally underserved minority students earning a degree in history compared to other degrees. In 2015, women accounted for 40.3% of the total number of history degrees earned, while Hispanics, African Americans, and Native Americans made up 15.5%.¹²

This trend suggests that an approach for increasing enrollment for history courses at Chemeketa might be offering more specialty courses like Latin American, African American, Native

⁹ “House Bill 2998 2017,” Oregon State Legislature, accessed December 2, 2017
<https://olis.leg.state.or.us/liz/2017R1/Measures/Overview/HB2998>.

¹⁰ Townsend, “Decline in History Majors.”

¹¹ Ibid.

¹² Ibid.

American, and Women's history as well as targeted marketing of those courses. Since Chemeketa is serving more first-time freshman students, improving enrollment in history courses will also require recruitment or outreach in local high schools.

Key to the History discipline's approach to responding to student and environmental trends described in this section would be the support of our department and academic deans. The college has been moving away from specialty courses toward the transferable survey courses that might become associated with meta majors and Guided Pathways. Specialty courses also can tend to have lower enrollments at the start. It may be, however, that offering those courses would steadily attract more students, as other colleges and universities have found. In fact, we have seen this at Chemeketa as well: HST 237 Protest: America in the Sixties and HST 262 Women in U.S. History were first offered when Taylor Marrow and Traci Hodgson, respectively, joined Chemeketa's faculty, and over time, these have become staples in the college's history offerings. Additionally, Chemeketa expresses a commitment to diversity and to welcoming and supporting diverse populations. One way to demonstrate that support could be to allow for lower enrollment thresholds before a course is cancelled for a certain number of specialty courses that focus on diverse histories each year. The same could work for literature courses that explore diverse literature traditions. This recommendation appears in Section Seven.

Feedback loops

The History discipline has no formal method of collecting feedback on student and community needs. Nonetheless full-time members of the History faculty have served on a number of college committees and are involved in professional organizations, including:

Mike Balyo:

- Liaison for the national Community College Humanities Association

Traci Hodgson:

- Advanced Placement history exams reader
- Quality for Online Learning Advisory Committee
- Academic Standards: academic honesty issues
- Textbook Affordability Committee
- President's Advisory Council

Taylor Marrow

- Student Success and Completion Advisory Council
- Diversity Advisory Council
- President's Advisory Council

SECTION FOUR

Significant Recent and Anticipated Changes

New degrees/certificates

Chemeketa does not have a history degree or certificate. Instead we can increase or decrease offerings. Our response to declining enrollment is to decrease section offerings and focus more on survey courses. The History discipline decreased the number of gradable sections in history over the past few years. For example, we offered 127 gradable sections in 2012, 111 in 2013, and 89 in 2014. In 2015 and 2016, Chemeketa offered 91 and 83 gradable sections including outreach, online and College Credit Now respectively. In the future we anticipate decreasing gradable sections even further. Additionally there is no plan to develop new courses. New degrees are an unknown at the moment, but with the state movement towards Guided Pathways, there may be a change in the AAOT.¹³

Major curricular change

There may be major change in the curriculum when the state completes its development of courses for a Guided Pathways system. This may involve statewide student learning outcomes for the history discipline that accompany the general education student learning social science outcomes. It may require the development of a universal test or other shared assessment tools. Furthermore the state may require a common textbook, or lists of textbooks to use in Guided Pathways identified courses.

Organizational change

Since 2011, major organizational changes have occurred for the History discipline. The entire Social Science program changed academic deans. The Social Science program moved from R. Taylor as our academic dean to Don Brase. This change was not related to a faculty response to anything identified in the environmental scan. However, the change has been part of a larger trend of directors and deans leaving the Social Science program. In 2018 the Social Science program was notified of another organization change, which we would be moving to a new academic dean, Cecelia Monto, in the new academic year 2018-19. Without a doubt there has been friction accompanying the changes in deans over the past several years. The friction revolves around management style, consistent direction with scheduling, and a general feeling of managerial instability.

Faculty/staff changes

The History discipline is using fewer part-time faculty to teach courses, as there is less need for them given the continued decline in enrollments. Currently there are two part-time faculty who teach at Yamhill Valley Campus: Athanasios Michaels and Judith Mansfield.

New Collaborations

With declining enrollments and the movement towards Guided Pathways, there is opportunity to explore new collaborations. Connections with other community college and university history faculty are important. Currently, Taylor Marrow is working on a meeting with Patricia Goldsworthy, Chair of the History Department at Western Oregon University to discuss how our

¹³ All Chemeketa specific data was gathered from Institutional Research at Chemeketa Community College.

discipline can work together to facilitate transfers from Chemeketa to WOU's History program. In the past this have proven logistically difficult to arrange, however; it may gain traction if taken up by our academic dean. Other possible new collaborations may include Oregon State University and Portland State University, which both received Chemeketa transfer students.

Major budget changes

There are no major budget changes anticipated. However, Guided Pathways and meta majors may have an impact on enrollments and that may change the budget.

SECTION FIVE

Outcomes and Assessment

Outcomes

The History discipline does not have program level outcomes because we are not a program. The Social Sciences program, of which History is a part, uses the Associate of Arts/Oregon Transfer general education (AAOT) student learning outcomes (SLO) for social science, developed at the state level by university and community college educators in 2009 that are listed in the college catalog.¹⁴ As a result of taking social science courses, a student should be able to:

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

In addition to these general education SLOs, the History discipline uses the AAOT cultural literacy outcome for all of our Difference, Power, and Responsibility identified courses. The cultural literacy outcome is:

1. “Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.”

As noted, these SLOs were not developed by Chemeketa faculty, although social science Chemeketa faculty were involved in these statewide discussions. They are also not specific to history and are generally applied to all social sciences. The History discipline uses these outcomes for all its courses. Since the outcomes were developed at the state level, the faculty do not review or revise them.

At the course-level, Chemeketa History faculty developed course-level SLOs that are specific to our discipline. Course-level SLOs were revised in 2008 for many of the history courses taught at Chemeketa. The revision set common course-level SLOs for many of our history courses. For example, all U.S. history survey courses share the same course-level SLOs, and all World survey history courses share the same course-level SLOs. Moreover, both the U.S. and World history survey courses SLOs contain many similarities. The course-level SLOs reflect the knowledge and skills that a student will develop upon completion of a Chemeketa history course. We developed the course-level SLOs by researching outcomes from other institutions and the American Historical Association.

In the future, the history discipline may consider revising the SLOs to reflect current core competencies and outcomes developed and revised by the American Historical Association Tuning Project: History Discipline Core. As noted in Section Two, since 2012, the American Historical Association’s Tuning Project developed and revised a set of core competencies and outcomes with the help and input of faculty from more than 100 institutions. The goal of the project as stated by Anne Hyde (Faculty Director AHA Tuning Project) “is to establish an ongoing collaboration with a wide set of stakeholders about the essential nature of history in higher education and the breadth of skills and knowledge that history students bring to the

¹⁴ “Appendix E Outcomes and Criteria for Transferable General Education Courses in Oregon,” *Oregon Community College’s Handbook and Planning Guide CCWD*, accessed May 1, 2018, <http://handbook.ccwdwebforms.net/handbook/appendices/appendix-k>.

table.”¹⁵ As a result of this project, the AHA released a document containing a set of core competencies and outcomes to guide history faculty and programs. Currently many of the course-level SLOs align with the competencies and outcomes that are presented in the AHA Tuning Project; however, a closer review may be needed to insure more alignment in the future.

Assessment

The History faculty assess the AAOT social sciences SLOs through a written assignment that is required for all HST 104 and HST 201 courses taught at Chemeketa. Students who take HST 104 or 201 must prepare a written analysis of historical documents, issues, or ideas. The assessment was developed by the faculty and focuses specifically on HST 104 and 201 because those are the highest demand World and US History courses. Since the assessment is a written assignment, the faculty developed a rubric for scoring the assignment.

Assessment	Outcomes	Courses
Prepare a written analysis of historical documents, issues or ideas.	“Apply analytical skills to social phenomena in order to understand human behavior; and “Apply knowledge and experience to better foster personal growth and better appreciate the diverse social world in which we live.”	HST 104: History of World Civilizations HST 201: History of the United States

Rubric for Assessment

Beginning in 2014, we moved to assessing courses 201 and 104 and every time these courses are offered, they are assessed by full-time and part-time faculty. What’s more, all College Credit Now instructors were required to participate in the assessment prior to 2015. In 2015 the data collection process was centralized to the Academic Coordinator and we no longer include College Credit Now in the outcomes assessment process. The exclusion of College Credit Now in the outcomes assessment is a concern for full-time faculty members. We fundamentally have issues with the different expectations in the outcomes assessment process for College Credit Now. In the future we hope to work with our department administrator to find effective methods to include College Credit Now in the outcomes assessment process. The following rubric is to be used by every instructor in the assessed course to evaluate student work. They do so independently, and then are to report how many students scored 0, 1, or 2 in each of the categories in a Master Rubric, submitted to the Assessment Coordinator for the year.

¹⁵ Anne Hyde, “AHA Tuning Project: 2016 History Discipline Core,” *American Historical Association*, last modified December 2016, accessed November 1, 2017, <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

Component	Does Not Meet = 0	Meets = 1	Exceeds = 2
Conveys ideas through effective writing	* No thesis * Little or no organization * 10 or more typographical or grammatical errors in writing	* Implied thesis * Hard to follow organization * 5 to 10 typographical or grammatical errors in writing	* Clear thesis * Strong organization * Error-free writing – 5 or less typographical or grammatical errors
Illustrates Understanding of Document Content	* Limited ability to summarize document meaning * Little understanding of importance of the historical importance of the document * Little historical context	* Mostly accurate summary of document meaning * Illustrates some understanding of the historical importance of the document * Provides some historical context	* Provides accurate summary of document meaning * Illustrates thorough understanding of the historical importance of the document * Provides correct historical context
Draw historical conclusions based on documentary evidence	* Little discussion of the pros and cons of historical issues and ideas. * Little or no historical argument or analysis.	* Some discussion of the pros and cons of issues and ideas * Historical argument or thesis is present, but is not fully developed or not fully supported.	* Discusses the pros and cons of historical issues and ideas * Presents a clear thesis that puts forward a historical argument about the document, issues or ideas * Effectively uses the historical document, issue or ideas to prove the thesis

Benchmark

Our goal is for 80% of our students to score a 1 or 2 for each of the three components.

At the course level, full and part-time faculty are given the freedom to develop and use their own methods for assessing course-level SLOs. Chemeketa History faculty use a variety of methods

to assess course-level SLOs. These methods include objective and subjective measures, and include but are not limited to:

- Multiple-choice quizzes and tests
- Long and short essay tests
- Formal essays
- Research projects and papers
- Book and scholarly article review essays
- Group discussions
- Presentations

It is common for the above-mentioned course-level SLOs assessment methods to be used in undergraduate history courses, as well as other social science disciplines.

Program-level SLO assessment tool discussion

The discipline level assessment tool of AAOT Social Science SLOs was developed by the full-time faculty several years ago. We determined that a written assessment best fit the needs of our discipline and course offerings because it gives the instructor flexibility when determining content, and therefore could be applied to the college's diverse history course offerings. During the initial development of the tool, we decided to assess one course and then expand to other courses in the following years. Initially we assessed HST 202, History of the United States 1840-1900 because it was a high demand course. However, in 2013 we expanded the assessment to two of our highest enrollment entry level courses.

Additionally to ensure reliability and to reduce subjectivity, Traci Hodgson developed the assessment tool rubric. This rubric is distributed to all full and part-time faculty, and is used when scoring the assessment. The common rubric focuses on historical inquiry, analysis, and content. It measures the ability of a student to apply analytical skills to the historical document, issue, or idea that the instructor chooses. Moreover, allowing the instructor to choose the content for the assignment exposes Chemeketa students to varying content and historical perspectives, which fosters personal growth and allows the student to better appreciate the diverse social world.

Grading criteria are made available to students if the instructor chooses to provide the students with the rubric. Although it is a common practice to provide rubrics to students, not all faculty do. There are a variety of approaches to grading the assignment with the assessment tool. For example, some instructors use a separate grading rubric for the assignment in order to calculate the grade a student will earn on the assignment, and then they use the assessment tool rubric to evaluate if the student meets the outcome. Some instructors integrate elements from the assessment tool rubric into a separate rubric that they use to evaluate a student's grade on the assignment as well as evaluating if they met the outcome objective. Not all faculty members provide student feedback on how students did in meeting program level SLOs. However, there are faculty members who provide the graded rubric, and clear feedback on how well a student met the outcomes.

Assessment results and continuous improvement

The assessment results are gathered by the faculty who teach HST 104 or 201 and submitted to the department via a Google Docs form. At the end of the academic year the full-time faculty review the outcomes assessment data to determine if any actions are required. We do not have a formal process for revision and improvement of the assessment tool; however, we continually work to improve the number of students and courses we assess. After reviewing the data in 2013, the full-time faculty determined that we were not assessing enough students because we only assessed HST 202. Therefore we decided to switch from assessing HST 202 to assessing HST 104 and 201. In the future the History discipline will discuss how we can assess more students by adding additional courses to the assessment process. The addition of more courses will provide a richer dataset to analyze for continuous improvement.

Overall the History faculty find the results of our outcomes and assessment work mixed. Although we do find it useful to have consistency evaluating student outcomes, our data suggests that most students meet the objective. In spite of the reported student results, which are most often successful, our faculty do find ways to continuously improve based on the assessment process. For example, when reviewing the scores on the common rubric, one instructor found that most students met the outcome of the rubric component: “Draw historical conclusions based on documentary evidence.” Although most students did meet the outcome, the instructor felt the need to focus more group work on reading and interpreting historical documents. In the future as we gather more data and assess more students, the faculty may find other ways that the data impacts our approaches or discipline emphasis.

Outside of the program level SLO assessment, Chemeketa’s History faculty use discussions, group work, tests, quizzes, and presentations to assess SLOs. We continually evaluate: questions and scores on test and quizzes, documents and questions used in group discussions, and content and effectiveness of group work in order to make changes and adjustments to a course. For example, after reviewing questions from a test that students scored poorly on, one of our faculty members determined that they needed to adjust their lectures to focus more on meeting the outcomes that the questions focused on.

Also, as mentioned before we are concerned about the lack of mandated participation and accountability for College Credit Now instructors. In order to effectively evaluate and continuously improve our instruction and our courses it is imperative that all instructors participate in the process. Participation in the outcomes assessment process is a significant method for full-time faculty and administration to connect and communicate with College Credit Now to ensure that their history instructors apply the same rigor to College Credit Now courses. From the perspective of full-time faculty this is an issue of equity. Not only are expectations related to outcomes assessment and prerequisites different for College Credit Now instructors, but they serve a different demographic than our full-time and part-time students online and at the various campuses including outreach.

Outcomes Assessment-Next Steps

As mentioned, the History faculty reviews the outcomes assessment data annually for continuous improvement. Although we are confident in our assessment tool, the faculty want to assess more students. Without a doubt, our data will be more useful if we assess more students, and sharpen

up the data gathering process. We will work to determine what the best course of action is for increasing the number of students and courses assessed by our tool.

Currently our history faculty do not have a formal assessment process for the cultural literacy component of the AAOT. However, at the course-level we assess cultural literacy in a variety of ways. Some instructors use group discussions or written assignments, and others include questions on exams and quizzes. In the future we will discuss creating a program-level process for assessing and collecting and reviewing results of the cultural literacy component of the AAOT in order to have consistent improvement in this area.

SECTION SIX

Analysis and Appraisal of Strengths and Challenges

Program and Chemeketa Mission/Core Themes

Purpose/Mission

Chemeketa's History discipline is doing a good job of accomplishing its purpose and the college mission. Our course offerings provide students with skills in research and writing, analysis, critical thinking, information and cultural literacy, and collaboration. The history coursework at Chemeketa prepares successful completers for a major in history, general upper-level university studies, as well as a host of professional careers. The History faculty at Chemeketa pride ourselves in our diverse course offerings that give students the knowledge and skills to identify the causes and effects of historical events and trends, describe how the present has been shaped by the past, use specific evidence to make an historical argument, and understand the major political social, economic, cultural, and intellectual transformations in human history.

The History discipline provides students with opportunities to explore, learn and succeed by offering a core of lower division survey transfer courses in U.S. and World Civilization as well as a diverse selection of specialty courses. Students explore the various methods and approaches to historical inquiry and get the opportunity to learn about multiple themes, issues, ideas, and cultures that prepare them to succeed in a complex world.

To what extent is the program able to provide quality academic programming/instruction/support and what could improve?

Academic quality is centered on continuous improvement of a wide range of course-level teaching methods, modalities, and student learning outcomes and assessments. Our faculty work on continuous improvement of our discipline through the development and analysis of our curriculum, assessments, and assessment tools. We review the data annually and make adjustments as needed. Moreover at the course level, we perform continuous improvement by analyzing the data from our course level outcomes assessments, offering courses in online, traditional, and hybrid modalities, and integrating lecture, discussions, group work, research, and writing within our courses.

What could improve?

- We are interested in the new Quality Online Instruction review process. As the process rolls out to the college, Chemeketa History faculty will work to get our online courses certified through QOI.
- Although we are satisfied with our discipline-level assessment tool, our faculty will work to capture more student data.
- Explore ways to integrate the cultural literacy outcomes into our program-level assessment.

How well do you think your program is serving the needs of students and the community? How well does your program support underrepresented populations in accessing and succeeding in your program? Consider demographics/trends explored in the previous sections. What could improve?

All students who enroll at Chemeketa have access to history courses. Our courses offer multiple perspective, prepare students to earn various associate's degrees, and fulfill requirements for lower division transfer. Our faculty supports underrepresented population through training such as Difference, Power and Responsibility, which is required for all full-time and part-time faculty that teach our history courses. Since many of our courses are Difference, Power and Responsibility certified, the cultural literacy skills students acquire from these courses prepare them to excel in a diverse workforce. As mentioned in the enrollment demographic data, Chemeketa serves 27% Hispanics, yet only 19.9% took a history course in 2015. Additionally, we witnessed a minor increase in the number of women taking a history course at Chemeketa from 2012-6. Nationally African Americans, Hispanics, Native Americans, and females are underrepresented in the field of history; and we see serving more students from these demographics as an opportunity for improvement.

What could improve?

- Establishing connections with marketing to determine methods to attract underrepresented students.
- Deepening our ongoing work with the Multicultural Center in the Student Retention and College Life department.
- Continuing to explore ways to offer specialty courses that attract underrepresented students.

Comment on your community collaborations and any you would like to strengthen and improve.

Individually the full-time history faculty have established collaborations with local, state, and nationwide organizations. These collaborations enhance academic quality, access, and student success. By scoring Advanced Placements History assessment, acting as the liaison for the Community College Humanities Association, and planning and presenting at the African American Youth Leadership Conference, our faculty demonstrate their commitment to the mission and core themes of the college. Nonetheless there are areas for improvement.

Chemeketa's discipline lacks collaborations with the colleges and universities that most of our students attend when they transfer.

- We wish to pursue connections with the history programs at Western Oregon University because many of our transfer students attend Western. This is an area where we could use help at the dean level, as connecting directly with faculty has proven logistically challenging.

How well do you help students enter, progress, and transition in your program? What more would you like to do?

Although the cohort used to make the following conclusions about progress and transition is limited because it only consists of students taking their first history course in 2013-14 and many may not be first-time freshman. Also because the cohort only contains successful students, those who earned C or better, we still find the data useful for tracking progress and transition. The data suggests that our discipline sees students who complete history courses progressing and transitioning at a higher rate than the college's student population as a whole. This conclusion is based on the graduation rates for 410 degree-seeking students who took their first history course in 2013-14 and earned a C or better. Of these 410 degree seeking students, 45.9% went on to earn a Chemeketa degree.

What are the barriers to course/certificate/degree completion for your students? Identify common reasons students may leave before completion.

The barriers to course completion relate to under preparedness, poverty, and family commitments. Our students enter their course of study at Chemeketa from a diverse level of academic preparedness, economic stability, and cultural connections to family. This impairs some students' ability to complete assignments, access content, and attend classes. Moreover the History discipline relies heavily on reading, writing, and analysis. Since we serve a diverse population with varying academic skill sets, it is important that students know how to access support services like the Tutoring Center, Disability Services, the College Writing Center, and The Multicultural Center.

Possible Improvements to Explore (Academic Quality, Access, Community Collaborations, Student Success) What could improve?

- Our faculty examine the course schedule to maximize our offerings in lower-division transfer courses like HST 104, 105, 105, 201, 202, and 203.
- We want to explore the statewide and national trend to implement Guided Pathways to see how our history courses fit within that model.
- We will continue to explore ways to engage students from underserved populations in the history discipline.
- Our discipline wants to connect with the colleges and universities that have the highest transfer rate for our students. Currently we are working to determine which colleges and universities have highest transfer rates from Chemeketa.
- We are interested in better alignment of our course level student learning outcomes with the American Historical Association's student learning outcomes.

Teaching Methodologies

Our teaching methodologies are diverse. By offering multiple modalities, and integrating methods that are rooted in the social sciences, the History discipline demonstrates its commitment to students achieving student learning outcomes. Our full-time faculty stay up to date on the current education technologies and combine visual, written, audio, and experiential learning into teaching.

What could be improved?

- We want to explore offering hybrid courses.

Resource Allocation

Our budget allocations are minimal. When we do make requests, they align with access, academic quality, or student success. For example, we requested new blinds to prevent sun glare for a classroom that is often used by history faculty. We would like to work with the college to consider resource allocations that would help to engage more diverse populations to in historical inquiry. This could mean that the college would allow for a certain number of "specialty" history courses to be offered each year with a lower required enrollment threshold.

Faculty

The strengths of our faculty lie in its diversity and experience. We have two male and one female full-time faculty, one of whom is multiracial. Additionally, the full-time faculty have

diverse specialties in history, which allows them to teach a wide variety of history courses. Combined, the full-time faculty has 50 years experience of full-time teaching at Chemeketa Community College. Our faculty are committed to continuous improvement by developing and employing assessment tools for course level and general education level student learning outcomes.

With declining enrollments, our part-time faculty have been reduced to two. In spite of this reduction, our students do benefit from having more access to courses taught by full-time. Having access to more full-time faculty provides the students with faculty that have more connections to Chemeketa. What's more, full-time faculty have dedicated office hours and knowledge of and access to the variety of campus services that are available to students. We may consider our full-time faculty teaching courses at the outreach campuses.

Scheduling Patterns

Since Chemeketa is a commuter college, it is hard to determine clear scheduling patterns for our students. The faculty will continue to review our enrollment data and adjust course offerings as needed based on the data. Nonetheless, there are variables in the pipeline that may impact scheduling patterns. The movement towards completion--including meta-majors, and Guided Pathways--may impact scheduling patterns. Furthermore declining enrollments and college wide universal prerequisites may impact scheduling.

Facilities and Support

For the most part the facilities meet the needs of the History discipline. We have access to electronic classrooms and classrooms that contain maps. Furthermore, there are classrooms which the History discipline has priority in scheduling.

The college could better support our discipline by more engagement with marketing. Since the 2007 economic crash, much of the national and regional focus of education has highlighted the STEM fields. Although these fields provide opportunities for student success and completion, we assert that history and the social sciences are equally important. History and social sciences provide writing, reading, critical thinking, and problem solving skills that are important in host of professions. Consequently, we would like establish connections with marketing to increase our presence on the Chemeketa website as well and print published promotions.

In the same vein as marketing, the college can assist our program with diversity issues by promoting the diverse course offerings the history discipline has. We are want to explore methods to engage more Hispanic and female students, and marketing is one method.

Summary

Describe major themes, strengths and challenges that emerged in your program review.

Some of the major themes that emerged from this review include:

- Declining enrollment and uncertainty at the state level and college level with Guided Pathways and meta majors
- Interest in targeting strategies to engage more students in the study of history
- The need for support to connect with four-year institutions to explore transfer and skills

- The need for more faculty control over the discipline's assessment system, and College Credit Now faculty to report their assessment results
- The need for support for getting more faculty to report their assessment results, such as simple systems for reporting and for seeing how many sections have not reported results

In addition to the major themes that emerged, this review revealed many strengths. The strengths of our full-time faculty are its diversity, and full-time teaching experience at Chemeketa. The history faculty are committed to using innovative technologies in the traditional, as well as online course formats. Instructors use Webcast technologies like the program Camtasia, which captures audio and video, and records the users computer screen. This program allows instructors to broadcast PowerPoint lectures, and to create video announcements and tutorials. What's more instructors use YouTube videos to introduce different units in online and face to face courses. Some instructors use software like Dreamweaver to create webpages for their courses. Another instructor created and uses a virtual online tour of Old Sturbridge Village in Massachusetts for students. We provide instruction and course level students learning outcomes assessment in various modalities including video, lecture, focused group work, and reflective writing. Another strength is our AAOT social sciences learning outcomes assessment tool.

SECTION SEVEN

Recommendations

Possible Improvements to Explore (Academic Quality, Access, Community Collaborations, Student Success) What could improve?

- Our faculty will continue to examine the course schedule to maximize our offerings in lower-division transfer courses like HST 104, 105, 106, 201, 202, and 203.
- Explore the statewide and national trend to Guided Pathways to see how our history courses fit within that model.
- We are interested in better alignment of our course level student learning outcomes with the American Historical Association's work on student learning outcomes.
- Determine which colleges and universities have the highest transfer rates from Chemeketa, and connect with them. Pursue connections with the history program at Western Oregon University because many of our transfer students attend Western. This is an area where we could use help at the dean level, as connecting directly with faculty has proven logistically challenging.
- Reengage College Credit Now courses/instructors in the discipline assessment process
- Continue to explore ways to engage students from underserved populations in the history discipline.
- Get all history courses DPR certified.
- Deepen our ongoing work with the Multicultural Center in the Student Retention and College Life department.
- Establish connections with Marketing to determine methods to attract underrepresented students.
- Advocate for a set number of DPR specialty history courses to run each year whether or not they meet the full enrollment limits in order to engage diverse students and demonstrate Chemeketa's value of diversity.

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APPENDICES

APPENDIX A
A Brief History of the Program

Brief History of the Program

The history of “History” at Chemeketa Community College
History Program Review – 2018

From 1962-64 when Chemeketa Community College was known as the Salem Vocational School, there were no history courses offered. However, there was one course titled “American Institutions,” which according to the course description, must have depended heavily on historical information. The course description reads:

A study of the effect of American social, economic, and political institutions upon the individual as citizen and as worker in business and industry. The interrelationship of freedom and control is utilized as a common denominator in considering the fundamental principles and processes involved in the development of the basic institutions of our society. Topics considered are: culture, its functions and change; social groups in relation to problems of urban living, personality formation, the family, and social classes; the American economic system, its concepts and organization; public opinion, the American political system, its constitutional foundations - judicial, executive, and legislative divisions; and international relations.

In 1963 an interesting course was titled “Shorts and Slacks for Women and Girls.” It was not a history course, but it does reveal a little about the culture of America in the early 1960s. In any event, a “Constitutional Government” class was added in 1968.

By 1973-74 there were two full-time General Ed/Social Science instructors (Patrick Tabor and Ed Cochrane) teaching the first real history offerings at Chemeketa – “History of Western Civilization,” “History of the United States,” and “Ethnic History of the United States.” In 1975 the “Ethnic History of the United States” was divided into three distinct courses – HST 257 “Native American History,” HST 258 “Black American History,” and HST 259 – “Chicano American History.”

A major shift toward a global perspective occurred in 1977 when the Western Civilization history sequence was replaced with HST 107 – 109 “History of World Civilization.” History professor Patrick Tabor was a strong proponent of teaching world history at Chemeketa, and in the same year HST 157 “History of the Middle East and North Africa” was added to the history curriculum, along with a course titled, “History of the Third World.” HST 210 “Futurism, Alternatives for the Future” was also added to the course catalog in 1977.

To summarize, the history courses offered at Chemeketa Community College in 1977-78 were:

HST 107 – 109 History of World Civilization

HST 157 History of the Middle East and North Africa

HST 158 History of the Third World - Asia

HST 159 History of the Third World – Middle East, Africa, Latin America

HST 201 – 203 History of the United States

HST 210 Futurism

HST 257 – Ethnic History – American Indian

HST 258 – Ethnic History – Black American

HST 259 – Ethnic History – Chicano American

In 1979 HST 159 was changed to simply “History of Asia,” and HST 158 became “History of Latin America.”

For the first time in the 1981-82 Chemeketa college catalog, the History discipline had its own section in the catalog. It was recommended that students take at least three history courses if they planned to transfer college credits into a major program in history at the University of Oregon, Oregon State University, PSU, Eastern Oregon State College, Southern Oregon State College, or the Oregon College of Education (now Western Oregon University). This seems to be about the same time that Chemeketa was placing a greater emphasis on transfer programs, not just for history but for all the social sciences and humanities.

In 1983-84 a Black Studies program made a somewhat brief appearance at Chemeketa consisting of three classes: “Introduction to Afro-American History,” and two courses named “Black Economic Experience. “

There were no changes in the history curriculum until 1989-90 when two new courses were added to the curriculum: “War and Peace in the Nuclear Age,” and “Oregon History.”

In 1992-93 HST 157 was now called “Native American History,” while HST 257 and 258 were changed to “African American History” and “Hispanic History” (replacing Chicano History).

There were significant changes in the History faculty with the retirement of Ed Cochrane in 1997 and Patrick Tabor in 1998. The college hired Mike Balyo after the retirement of Ed Cochrane and Traci Hodgson after the retirement of Patrick Tabor. Ed Cochran continued to teach on a part-time basis in the CCTV program.

By now, history courses were also being offered through the Distance Education Department to college campuses throughout the region. These included both televised courses and the first on-line courses.

In 2000-01, HST 228 “History of Modern Europe” was added to the history curriculum, along with HST 293 “Modern Japanese History.” History 159 also became simply “History of Latin America” instead of being a class that tried to combine the Middle East, Africa, and Latin America. There was already a Middle East history class that included North Africa, but no History of Africa on its own.

HST 262 “Women in U.S. History” was added in 2002-03.

Two Russian history courses were added in 2004-05: HST 278 History of Imperial Russia,” and HST 279 “Soviet & Contemporary Russia.” Both of these courses were taught by an adjunct instructor.

Chemeketa hired a third full-time history instructor in 2006 (Taylor Marrow), and for the first time the History discipline had three full-time faculty.

In 2007 – 2008 “Pacific Northwest History” was added to the curriculum, thus replacing “Oregon History” which had essentially been defunct since the 1990s.

To summarize, by 2008-09 there were three full-time history faculty at Chemeketa and eighteen history courses listed in the catalog: HST 110 – 112 History of World Civilization, HST 157 History of the Middle East and North Africa, HST 158 History of Latin America, HST 159 History of Asia, HST 201-203 United States History, HST 228 History of Modern Europe, HST 257 Native American History, HST 258 African American History, HST 259 Latin American History, HST 262 Women in U.S. History, HST 269 Pacific Northwest History, HST 277 History of Early Russia((added in 2008?), HST 278 History of Imperial Russia, HST 279 History of Soviet & Contemporary Russia.

Another major shift in teaching history at Chemeketa began in 2010-11 when three credit courses were undergoing a change to four credit classes. The first history courses to become four credit classes were the World Civilization and U.S. History series, and a new course HST 237 Protest: America in the Sixties.

HST 258 and 269 became four credit classes in 2011, while HST 277 and 278 were dropped from the college catalog. By 2014, all of the history courses were four credit classes. In 2013-14 the History discipline introduced a reading pre-requisite for all history classes. Students wishing to take a history class had to place in RD 115 or have earned a C or better or be concurrently enrolled in RD 90. There was a good deal of discussion before and during this time concerning how these prerequisites might have negatively impacted history class enrollments. In part because of the outcome of this discussion, the required reading pre-requisites were dropped before the 2017-18 academic year.

APPENDIX B

AHA History Tuning Project - 2016 History Discipline Core

AHA History Tuning Project: 2016 History Discipline Core

Introduction

The following document represents the [AHA Tuning Project](#)'s effort to describe the skills, knowledge, and habits of mind that students develop in history courses and degree programs. Because it is a living, breathing document, we revised it again to reflect how historians have used it and changed it over the past three years. Because we believe that any discussion of teaching and learning history must be faculty-driven, we have used the expertise of history faculty from a 100 different institutions to draft, debate, and revise our ideas. Grounded in the excellent work already done by the AHA and scholars of teaching and learning, we offer this document as a reference point to stimulate conversations within history departments and other relevant units of colleges and universities.

We assume this document will be revised, taken apart, added to, or winnowed down to reflect the distinct character of each institution and its students. We hope to catalyze a process in which history faculties lay out their own distinctive goals and outcomes for courses, majors, and degrees, and then "tune" such descriptions by asking their own students, alumni, local employers, and civic leaders to join in a conversation about what history degrees provide. Our aim is to establish an ongoing collaboration with a wide set of stakeholders about the essential nature of history in higher education and the breadth of skills and knowledge that history students bring to the table.

—Anne Hyde (University of Oklahoma), Faculty Director, AHA Tuning Project
December 2016

Note: The [2013 version of the History Discipline Core](#), is still available online.

The History Discipline Core

Discipline Profile and Core Concepts

History is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools.

As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.

As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

Core Competencies and Learning Outcomes

History students can:

1. **Build historical knowledge.**

- a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
- b. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.
- c. Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.
- d. Distinguish the past from our very different present.

2. **Develop historical methods.**

- a. Recognize history as an interpretive account of the human past—one that historians create in the present from surviving evidence.
- b. Collect, sift, organize, question, synthesize, and interpret complex material.
- c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
- d. Develop empathy toward people in the context of their distinctive historical moments.

3. **Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.**

- a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.
- b. Describe past events from multiple perspectives.
- c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.
- d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.

4. **Apply the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.**
 - a. Consider a variety of historical sources for credibility, position, perspective, and relevance.
 - b. Evaluate historical arguments, explaining how they were constructed and might be improved.
 - c. Revise analyses and narratives when new evidence requires it.
 5. **Create historical arguments and narratives.**
 - a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.
 - b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
 6. **Use historical perspective as central to active citizenship.**
 - a. Apply historical knowledge and historical thinking to contemporary issues.
 - b. Develop positions that reflect deliberation, cooperation, and diverse perspectives.
-

A Challenge

Now that our disciplinary society has reflected on the broad learning goals and expectations in our field of study, we invite members to consider two additional matters that have assumed growing importance in our academic work:

- How might we thoughtfully integrate our specific disciplinary goals with the statements of learning outcomes frequently encountered in general education programs, institutional missions, and state mandates? What language might we develop to build arguments about the broad, transferable skills that history students acquire while explaining to our students, their families, fellow citizens, and future employers the far-reaching and practical applications of such skills?
 - How do we know our students are learning the outcomes laid out here? What are the meaningful ways we can demonstrate that students have in fact achieved the expectations we set for them?
-

The History Discipline Core and other Tuning resources are part of the AHA's ongoing efforts to advance undergraduate history education. Please [join today](#) to support this work and send a message about the value of historical thinking for 21st century students.

Faculty participants from history departments around the country have reviewed aspects of their home-department curricula. AHA is now able to offer examples of revised curricular materials from a broad range of institutions: rubrics, assignments, statements of course outcomes and degree requirements, survey questions for history majors or alumni, and other types of materials. If you're looking for ideas for your own department, check these out!



[Explore Tuning Resources](#)

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[Why should I join the AHA?](#)

[How can I support the AHA?](#)



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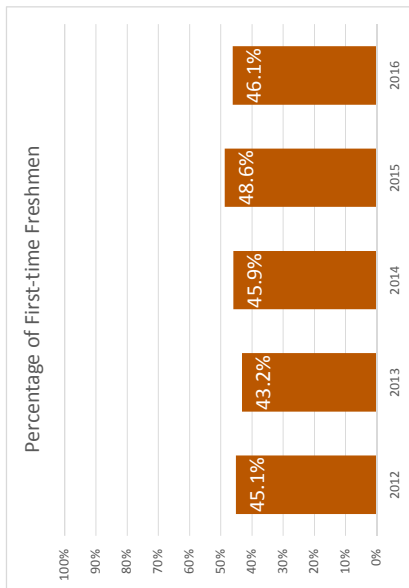
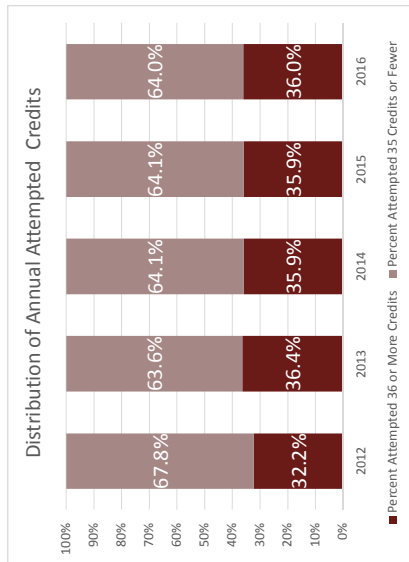
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APPENDIX C
Enrollment and Demographic Data

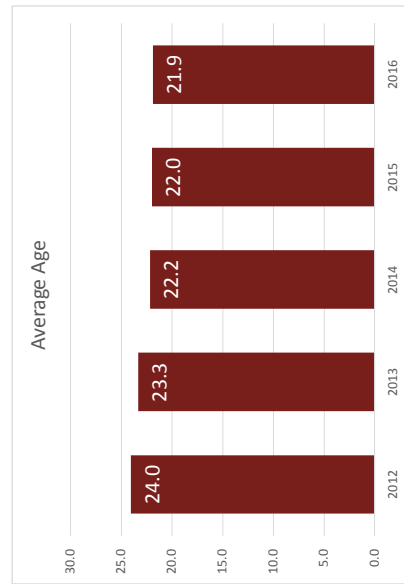
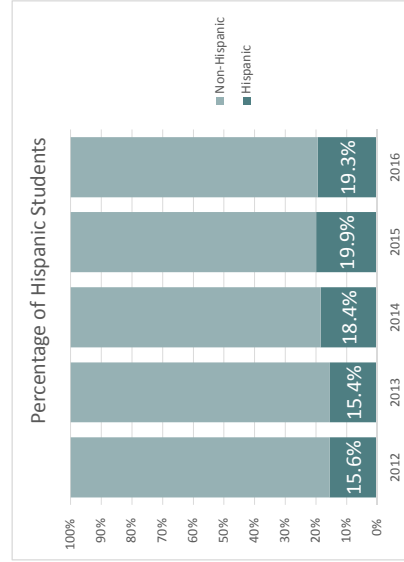
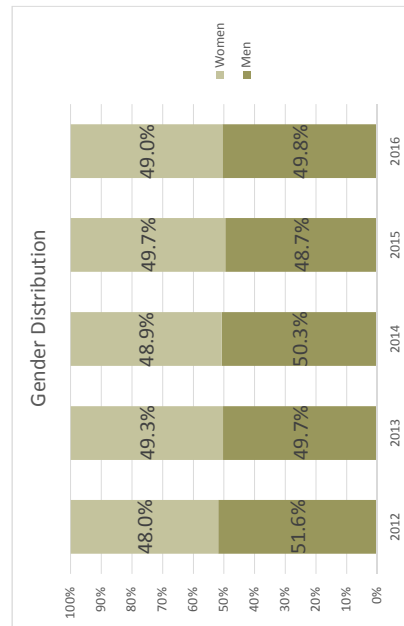
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HPE	History	History	
HS	Allied Health	Allied Health	
HST	American Sign Language	American Sign Language	
HTM	Anthropology	Anthropology	
HUM	Apprenticeship	Apprenticeship	

Select your subject in the slicers to the left. Selected items will appear in orange with black type. Items that are a lighter gold with gray type are not available because of the filter selection. To clear your filters, click on the red X in the upper right-hand corner of the slicer. If the X is gray, the filter has been cleared.

Please note that this sheet is set up to work with only one subject code at a time. You may NOT select multiple subjects because the charts will display incorrect results.



First-time Freshmen means that the student was taking their first non-College



Dept Code

4037

6021

6022

6051

6053

6056

6059

617C

Dept Title

Central HS College Trans

Chemeketa Online

College Credit Now

Dallas Center

HS Programs-Instructional

McMinnville Campus

Social Science

CC Dallas Center

Subj Code

HM

HOR

HPE

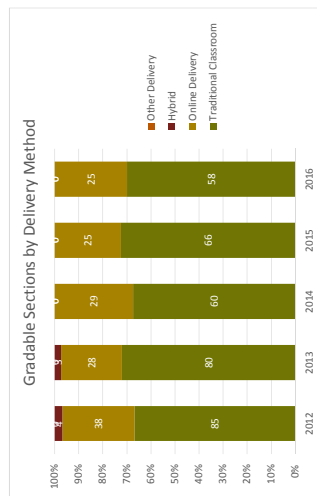
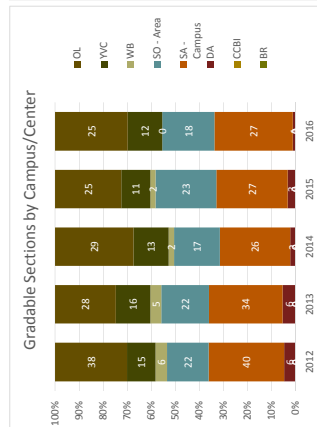
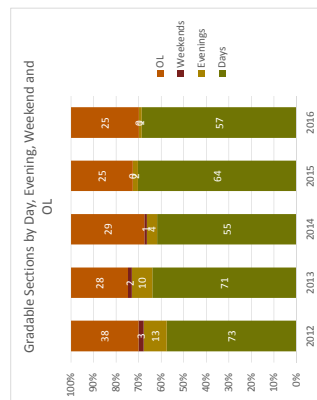
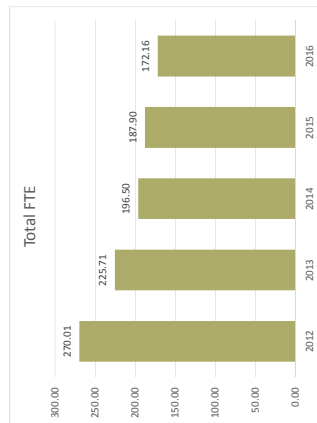
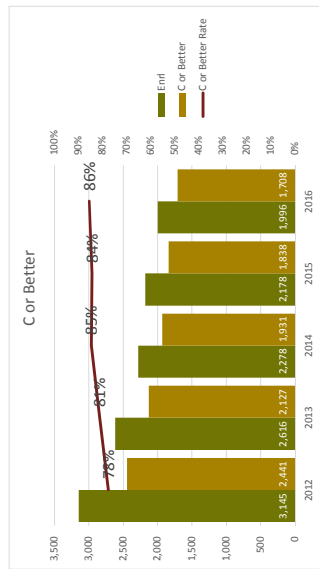
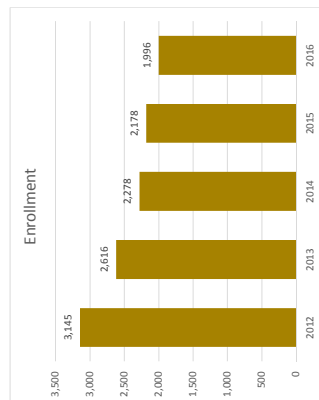
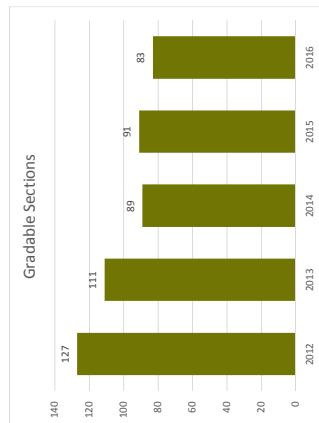
HST

HTM

HUM

ITA

Select your Department in the slicers to the left. You also have the ability to look at individual subject codes within your department. Selected items will appear in orange with black type. Items that are a lighter gold with gray type are not available because of the filter selection. To clear your filters, click on the red X in the upper right-hand corner of the slicer. If the X is gray, the filter has been



*Total FTE includes gradable and non-gradable sections for credit courses.

*Dallas Area is under Dallas Center, Woodburn Area is under Woodburn Center, and VWC Area is under VWC Campus.

APPENDIX D
Graduation Rates and Declared Majors for Degree seeking students

Graduation Rates for Degree-seeking Students enrolled in History

Please note that these graduation rates are not "true" rates. The cohort consists of students taking their first history course during the 2013-14 academic year, but many of these students may not be first-time freshmen. Also, because the cohort contains students who earned a C or better in at least one history course, the cohort contains successful students. The students had a four-year window (through Spring 2017). Additionally, only the degree-seeking students were included in the cohort. Also, any College Credit Now sections of history were excluded.

Graduation Rates for Degree-seeking Students enrolled in History

Student Category	Graduated	Cohort Headcount	Graduation Rate
Not Enrolled in Additional History Courses	132	295	44.7%
Enrolled in Additional History Courses	56	115	48.7%
	188	410	45.9%

Chemeketa Community College
First-time History Students AY 2013-14
Declared Majors

Declared Majors for Degree-seeking History Students

The cohort consists of students taking their first history course during the 2013-14 academic year and looks at declared majors. Students needed to earn a C or better in their initial history course to be included. This table is looking at only the degree-seeking students. Also, students in any College Credit Now sections of history were excluded.

Declared Majors for Degree-seeking History Students

Major Code	Major Description	Headcount
LD02	Lower Div-Oregon Transfer	171
0001	Associate Arts Oregon Transfer	62
0044	General Studies	38
LD03	Lower Div-Gen Studies-AGS	37
0124	Business	13
0027	Computer Sys & Info Technology	7
LD18	Lower Div-OR Transfer Bus-AS	7
0010	Management	6
EC03	Early Childhood Education-AAS	4
PRNU	Pre-Nursing	4
LD19	Lower Div-Assoc of Science-AS	4
PRBM	Pre-Business Management	4
ES03	Emergency Med Technology-AAS	3
0014	Criminal Justice	3
0007	Nursing	3
0002	Administrative Office Profess	3
CS07	ComSys&InfoTech-AAS	2
0121	Paramedicine	2
0053	Employment Skills Training	2
0008	Accounting	2
CJ07	Criminal Justice-AAS	2
0123	Computer Science	2
PRHS	Pre-Human Services	2
PRCS	Pre-Computer Info Systems	2
PRDT	Pre-Drafting Technology	1
PRMA	Pre-Medical Assisting	1
PRJJ	Pre-Juvenile Justice	1
0009	Automotive Technology	1
PRHO	Pre-Hospitality Management	1
0013	Electronic Engineering Tech	1

Chemeketa Community College
First-time History Students AY 2013-14
Declared Majors

PRHM	Pre-Health Management	1
0019	Winemaking	1
0024	Welding	1
0026	Horticulture	1
PRED	Pre-Education Certificate	1
DA02	Dental Assisting-CERT	1
0043	Corrections	1
HL08	HlthInformationManagement-AAS	1
0046	Dental Assisting	1
0064	Pharmacy Technician	1
0082	Office Fundamentals	1
0095	Associate of Science	1
PRCJ	Pre-Criminal Justice	1
PRAT	Pre-Automotive Technology	1
LE02	Law Enforcement-AAS	1
HSP9	Hospitality Management-CERT	1
HM11	Hmn Serv-Social Services-AAS	1
HM03	Hmn Serv-Addiction Studies-AAS	1
0034	Graphic Design	1
		410