

# Assessment Report - Four Column

## Eastern Oregon University Program (CAS) History

**Catalog Description:** The BA/BS in History is designed to provide students with a historically informed perspective on events and ideas that have shaped the contemporary world. Courses expose students to the histories of various cultures over time and place, emphasizing the diversity of historical experiences around the globe. The History Program offers students depth and breadth of historical knowledge and hones their critical thinking skills so that students may use a historical perspective to deepen their understanding of diverse cultures in their own world and their relationship to those cultures. The program helps prepare students for future career growth, in fields such as teaching, public service, business, and law through offering intellectually challenging and multicultural courses with an active learning environment. The program also provides a historical background for the study of other disciplines and for engaged citizenship.

**How Program serves the Mission:** The history program serves the general education core and provides students in the major with internship and practicum experiences in area museums as well as research opportunities through regional heritage projects. Learning activities in history courses respond to the university mission of guiding students through an integrated, high quality liberal arts program. Emphasis on critical thinking, breadth of historical knowledge and sensitivity to diverse historical experience prepares students to participate responsibly and reflectively in a global environment. The learning outcomes achieved by these courses are relevant to student learning outside of the history program because they offer basic training in developing analytical skills, effective writing skills, and independent critical thinking invaluable skills that can be applied to other university courses as well as future employment. The courses emphasis on historical diversity and multiple perspectives of historical events also provides students with a sensitivity to ethnic and cultural diversity that today's employers find highly desirable.

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
Program (CAS) History - Content Knowledge - The ability to synthesize and discuss selected historical experiences around the globe. <b>Year(s) to be Assessed:</b> 2009-2010 2015-2016  <b>Outcome Status:</b> Active	<b>Description of Assessment:</b> HIST 201: Final Project w/ embedded content knowledge areas  <b>Benchmark:</b> 75% at competency in more than 2 areas	07/12/2011 - The students rose to the occasion in responding to the criterion-referenced questions in the gradient scoring guide. However, as a result of the assessment, I would like the assignment better as a midterm than a final project, as there was too much material for it to be used as a final exam on content knowledge. Because the assessment method was narrative in form rather than a test, the project was ultimately too big and too sophisticated to lend itself to a real assessment of content knowledge. It would have been better to have embedded identification of content knowledge within a test. <b>Benchmark Met:</b> Yes <b>Reporting Year:</b> 2009-2010	07/12/2011 - I would still like to use this kind of project as a mid-term check on content knowledge, as it forces students to be critical about content knowledge and make connections and I can see how they are using knowledge to engage in critical thinking and analysis of documents, but I may need to rethink in terms of a reasonable time frame, but still doable. At the 200-level, the project may be too much. Rather than water it down, I would scale it back and build up the learning in areas other

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		<p><b>Related Documents:</b>  <a href="#">Assessment Summary</a></p>	<p>than content.  This assessment will prompt a Spring 2010 Program discussion to figure out how to structure program course offerings so that students can succeed in increments or through scaffolding of the learning. One way to better prepare students for an assignment like the one assessed here is to have pre-requisites or co-enrollment requirements in writing (115 or 121) rather than only a recommendation that students have this.</p> <p>This assessment also prompts the Program to go through the curricular process to make this course UWR and so formalize the expectations in writing. Assessment will help the Program see we need 200-level courses, but we need to make it clear that we have introductory survey courses, and 200-level courses build on 100-level skills as a gateway to upper division courses. In short, we need to prepare students more intentionally for the major and to develop in them necessary reading/writing skills so they're ready to attend to and do historical research.</p>
Program (CAS) History - Communication - A wide-ranging understanding of the core concepts, events, and historiographical	<b>Description of Assessment:</b> HIST 102: Historical novel	07/12/2011 - Most students communicated their reading of the novel successfully. They managed	

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<p>trends in selected areas of American, European and Asian history, demonstrated through written and oral work.</p> <p><b>Year(s) to be Assessed:</b> 2009-2010 2014-2015</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Benchmark:</b> 85% at 2 or 3</p>	<p>to describe their character?s relationships and understand the role of those characters in understanding the period.</p> <p><b>Benchmark Met:</b> Yes</p> <p><b>Reporting Year:</b> 2009-2010</p> <p><b>Related Documents:</b> <a href="#">Assessment Summary</a></p>	<p>07/12/2011 - As archetypes, these characters are very useful to refer back to in describing and analyzing the economic and social history of Europe since the Industrial Revolution. Students who complete the assignment come to a better understanding of that history. The paper also advances their written communication skills, which represent both a program and a university learning outcome.</p>
<p>Program (CAS) History - Applied and Integrated Learning - A thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis and/or historiography course;</p> <p><b>Year(s) to be Assessed:</b> 2010-2011 2015-2016</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Description of Assessment:</b> HIST 420, 403, 407: Capstone thesis or literature review or bibliographic work</p> <p><b>Benchmark:</b> 100% at level TBD</p>	<p>10/31/2012 - There were 12 thesis students this year. Three projects were exceptional, with students doing extensive independent, original research and providing high-level insights and interpretations of important historical topics. One paper was rather weak and the rest were solidly level 2 (good).</p> <p><b>Benchmark Met:</b> Yes</p> <p><b>Reporting Year:</b> 2010-2011</p> <p><b>Related Documents:</b> <a href="#">Assessment Summary</a></p>	<p>10/31/2012 - In general we are very happy with the results of the History capstone. Certainly students learn and apply the professional standards of academic history. The problem is that students receive six credits for over a year?s worth of work and they recognize this as both unfair and impractical. As a result, students tend to shy away from a history major. In an increasingly enrollment-driven climate, this is not helpful for our program or for those students who would like to pursue a history major but are put off by the capstone requirements. This past year, the faculty worked on envisioning a revised capstone that would retain academic rigor but be more in line with other programs? capstones at</p>

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			<p>the university.  This work was done in conjunction with our move to offer our major online beginning Fall 2011. We feel that much of the research of the capstone can and should be done in a revised 420, Historiography class that will be HIST 303 beginning as soon as Winter 2012. This will leave a 5 credit capstone course that will be drafting and revising only. In essence, the capstone will become a one-term course, preceded by a 5 credit research course. This was our recommendation to the Provost as we submitted our approved on-line major with an explanation of how that online major model would then inform changes to the major and its capstone on campus.</p>
<p>Program (CAS) History - Critical Thinking - Skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.</p> <p><b>Year(s) to be Assessed:</b>  2011-2012  2016-2017</p> <p><b>Outcome Status:</b>  Active</p>	<p><b>Description of Assessment:</b>  HIST 403: Capstone thesis</p> <p><b>Benchmark:</b>  100% at level TBD</p>		
<p>Program (CAS) History - Civic Engagement - An understanding of the role of historical knowledge in shaping the narratives of a</p>	<p><b>Description of Assessment:</b>  HIST 410  HIST 102 or 202 or 210: Variable</p>		

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<p>nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations, and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).</p> <p><b>Year(s) to be Assessed:</b> 2012-2013 2017-2018</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Benchmark:</b> TBD</p> <p><b>Description of Assessment:</b> Civic Engagement 12-13 HIST 202: U.S. History Since 1865 WINTER 2013 Prof. Ryan Dearinger Description: (This was a group work to individual work assignment, and though it is somewhat of a hybrid, it can be described as a "writing assignment." I will attach the actual assignment when given the opportunity.) PART I: ?History and the Culture Wars: The Case of the Smithsonian Institution?s Enola Gay Exhibit? PART II: New [Student-Created] Smithsonian Exhibit on the Enola Gay (the 70th Anniversary Exhibit) <b>Assessment Type:</b> Writing Assignment <b>Benchmark:</b> 1-3 scale, minimum 85% at 2 or 3 (see Civic Engagement Rubric)</p>	<p>04/23/2013 - Though the entire class participated in this Civic Engagement assignment, I only assessed the work of majors in our program. Certainly the goal of the assignment was for students to demonstrate civic engagement (in the context of the discipline of history) through civic diversity, collaboration, communication, and a critical understanding of the value of public history. Turning a controversial topic (the debate over the Smithsonian Institution's 1995 Enola Gay exhibit) into a simulation of sorts (a student-created 70th Anniversary Smithsonian exhibit on the Enola Gay) fostered critical thinking in both group work and an individual assignment as students grappled with public history AS civic engagement. In groups and individually, students initially reacted to the 1995 debate over the Smithsonian's planned exhibit, led by academics, which became a lightning rod for criticism when World War II veterans, the Air Force Association, and politicians challenged the Smithsonian's interpretation and presentation of the dropping of the atomic bombs on Hiroshima and Nagasaki, and the ensuing "nuclear age," as public history that was uncomfortable and anti-patriotic and that should be censored or at least recast to suit popular opinion. In the second part of the assignment, students crafted an essay responding to this debate from the perspective of a given character (see assignment) and then planned a 70th Anniversary Enola Gay exhibit for the year 2015. All students assessed exceeded the benchmark and demonstrated 100% proficiency. The group work was contentious yet intellectual, and the final assignments satisfied the learning outcomes as well as highlighted the critical thinking that is central to both the discipline of history and civic engagement.</p>	<p>04/23/2013 - I was quite pleased with student work on this civic engagement assignment. In courses such as HIST 201 and HIST 202, students undertake plenty of work that would probably satisfy any university's civic engagement learning outcomes, but the problem is that students simply aren't aware of it. We are working like crazy to change this. At Eastern, faculty expertise in the discipline and our efforts to underscore the relevance of history in survey-level classes continues to draw students into our Gen-Ed surveys. As gateway courses, HIST 201 and 202 are extremely important. Highlighting the value of history and especially the role of public history in creating knowledge, shaping national narratives, bridging cultures, and fostering communities is something that traditional, top-down, "sage on the stage" history classes cannot achieve. A student-centered approach, as demonstrated in this CE assignment, allows students to become more responsible and civic-minded citizens. Beyond approaching history as "contested terrain" that is subject to multiple interpretations and ongoing arguments, a critical understanding of public history helps equip our students for the future, whether that be in classrooms as educators, museums as curators, historical</p>

Program Outcomes	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
		<b>Benchmark Met:</b> Yes <b>Reporting Year:</b> 2012-2013 <b>High Impact Practice (HIP) - only choose one:</b> Collaborative Assignments and Projects <b>Related Documents:</b> <a href="#">Hist 202-History and the Culture Wars assignment</a> <a href="#">History Civic Engagement Rubric</a> <a href="#">Degree-Programs-Outcomes-Assessment-CE History</a>	societies as archivists, or in state, local, and national leadership positions. Given the political climate in recent years, the rampant misuse of history, and the devaluing of critical thinking about the American past, this is a timely and productive assignment. <hr/>
Program (CAS) History - Program Review - No Assessment - Program Review <b>Year(s) to be Assessed:</b> 2013-2014 <b>Start Date:</b> 02/11/2013 <b>Outcome Status:</b> Active			

# Curriculum Map

## Eastern Oregon University

### Program (CAS) History

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**Content Knowledge - The ability to synthesize and discuss selected historical experiences around the globe.**

- \* HIST 201 - HIST 201 - US History\*SSC
- \* HIST 202 - HIST 202 - US History\*SSC
- \* HIST 314 - HIST 314 - The Great Depression
- \* HIST 345 - HIST 345 - Environmental History
- \* HIST 352 - HIST 352 - The Sixties
- \* HIST 422 - HIST 422 - Violence In American History
- \* HIST 433 - HIST 433 - French Rev & Napoleon
- \* HIST 437 - HIST 437 - Hist Modern Germany
- \* HIST 448 - HIST 448 - Hist Modern Russia
- \* HIST 481 - HIST 481 - US Since World War II

**Communication - A wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American, European and Asian history, demonstrated through written and oral work.**

- \* HIST 201 - HIST 201 - US History\*SSC
- \* HIST 202 - HIST 202 - US History\*SSC
- \* HIST 210 - HIST 210 - Public History
- \* HIST 314 - HIST 314 - The Great Depression
- \* HIST 319 - HIST 319 - US History Through Film
- \* HIST 345 - HIST 345 - Environmental History
- \* HIST 352 - HIST 352 - The Sixties
- \* HIST 422 - HIST 422 - Violence In American History
- \* HIST 433 - HIST 433 - French Rev & Napoleon
- \* HIST 437 - HIST 437 - Hist Modern Germany
- \* HIST 481 - HIST 481 - US Since World War II

**Applied and Integrated Learning - A thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis and/or historiography course;**

- \* HIST 210 - HIST 210 - Public History
- \* HIST 310 - HIST 310 - Roman Empire
- \* HIST 314 - HIST 314 - The Great Depression
- \* HIST 319 - HIST 319 - US History Through Film
- \* HIST 345 - HIST 345 - Environmental History
- \* HIST 352 - HIST 352 - The Sixties
- \* HIST 403 - HIST 403 - Thesis
- \* HIST 420 - HIST 420 - Historiography
- \* HIST 422 - HIST 422 - Violence In American History
- \* HIST 433 - HIST 433 - French Rev & Napoleon
- \* HIST 437 - HIST 437 - Hist Modern Germany
- \* HIST 448 - HIST 448 - Hist Modern Russia
- \* HIST 481 - HIST 481 - US Since World War II

**Critical Thinking - Skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.**

- \* HIST 201 - HIST 201 - US History\*SSC
- \* HIST 202 - HIST 202 - US History\*SSC
- \* HIST 210 - HIST 210 - Public History

- \* HIST 310 - HIST 310 - Roman Empire
- \* HIST 314 - HIST 314 - The Great Depression
- \* HIST 319 - HIST 319 - US History Through Film
- \* HIST 345 - HIST 345 - Environmental History
- \* HIST 352 - HIST 352 - The Sixties
- \* HIST 360 - HIST 360 - Military History
- \* HIST 401 - HIST 401 - Research
- \* HIST 403 - HIST 403 - Thesis
- \* HIST 407 - HIST 407 - Thesis Seminar
- \* HIST 410 - HIST 410 - Medieval World
- \* HIST 420 - HIST 420 - Historiography
- \* HIST 422 - HIST 422 - Violence In American History
- \* HIST 433 - HIST 433 - French Rev & Napoleon
- \* HIST 437 - HIST 437 - Hist Modern Germany
- \* HIST 448 - HIST 448 - Hist Modern Russia
- \* HIST 460 - HIST 460 - Amer Constit Hst
- \* HIST 479 - HIST 479 - History of Mexico
- \* HIST 481 - HIST 481 - US Since World War II

**Civic Engagement - An understanding of the role of historical knowledge in shaping the narratives of a nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations, and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).**

- \* HIST 201 - HIST 201 - US History\*SSC
- \* HIST 202 - HIST 202 - US History\*SSC
- \* HIST 210 - HIST 210 - Public History
- \* HIST 403 - HIST 403 - Thesis



## Program Outcomes - Assessment Cycle

Year(s) to be Assessed	Program Outcome Name	Unit Name
2009-2010	Communication	Program (CAS) History
2009-2010	Content Knowledge	Program (CAS) History
2010-2011	Applied and Integrated Learning	Program (CAS) History
2011-2012	Critical Thinking	Program (CAS) History
2012-2013	Civic Engagement	Program (CAS) History
2013-2014	Program Review - No Assessment	Program (CAS) History
2014-2015	Communication	Program (CAS) History
2015-2016	Applied and Integrated Learning	Program (CAS) History
2015-2016	Content Knowledge	Program (CAS) History
2016-2017	Critical Thinking	Program (CAS) History
2017-2018	Civic Engagement	Program (CAS) History